

## Report on mentoring program

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## D5.2 Report on mentoring program

### 1 Summary

Embedded in the Baltic Gender project, an international mentoring program was established with the aim to support female early career scientists and engineers working in marine science and technology disciplines at the partner institutions. The program was implemented as a two-year's scheme, allowing two cohorts within the running period of Baltic Gender. The mentee-mentor relationship constituted the core of the mentoring complemented by a financial budget for individual qualification of the mentees and annual meetings to facilitate the exchange.

The practical experience made and the feedbacks from participants confirmed the need for this unique cross-border mentoring approach and argue for a continuation of these efforts. The Baltic Gender mentoring contributes an added-value compared to mentoring programs already in place, or that have been in place, in the partner institutions by facilitating international networking opportunities within the marine science community while strengthening mentees' sense of belonging and self-confidence to pursue their own path in science. According to the overall mentee feedback, the individual financial support is a great advantage of this mentoring program. It serves as efficient tool for empowerment of female scientists in the late PhD/early Postdoc stage allowing them to act independently. The response from mentees strongly underlines that the continuous exchange with their mentors had a positive impact on determining the own position in science and on setting priorities for the near future. Today's mentees have a multiplier role as they are the potential mentors of tomorrow acting as further positive role models in the STEM field.

### 2 Content, aims and scope of the report

**Content:** This report provides a summary of the activities related to the preparation, implementation and completion of the mentoring program and summarizes the experiences of all program participants and involved staff as well as opinions on the program as a whole.

**Objectives:** Conclusions from this summary may be used for recommendations concerning the planning and establishment of tentative future mentoring programs in partner institutions (and beyond).

**Target group:** The report targets the project leaders of the Baltic Gender consortium, the top and middle management at the partner institutions and the European Commission as well as other interested institutions, parties or related (HORIZON 2020) projects.

**Stages:** This report was prepared based on the materials prepared for the mentoring program and responses from participating mentees and mentors to the mid-term and final questionnaires as well as the final mentee report notes. The draft versions of the report were circulated within the consortium and to the Advisory Board. The project partners and

members of the Advisory Board contributed to the final document with discussion of and comments on the draft report.

### 3 The Baltic Gender Mentoring Scheme

#### 3.1 Why a specific mentoring for women in Marine Science & Technology?

Marine sciences and technology is traditionally a male dominated working area, where maths and physics are omnipresent leading to the underrepresentation and lack of women across all levels, and being most extreme in leadership positions. The *She Figures*<sup>1</sup> reports published regularly by the European Commission since 2003 clearly manifest the need for a gender shift and structural changes across marine science on a global scale. The low proportion of women in leading positions is for example mirrored in the percentage of women as chief scientist on cruises being 3%–14% within the Baltic Gender consortium (2013–2018 averages).

Mentoring programs are recognized tools to develop gender equality, diversity, internationalism and interdisciplinarity in research and academia<sup>2</sup>. The importance of mentors, particularly for the retention of women in science, technology, engineering and mathematics (STEM) is underlined by research: women are much more likely to leave their fields of study if they have not developed meaningful mentoring relationships that help provide a sense of belonging (Dennehy and Dasgupta, 2017)<sup>3</sup>.

One can argue that already a high number of different mentoring schemes are offered worldwide at universities and non-university research organizations. In Europe, some programs are programs for both women and men in all disciplines such as *Mentoring for Early Career Researchers* (Institute of Sociology, Czech Academy of Sciences). However, mostly they are country-specific or bound to (local) institutions, focusing either on disciplines or on STEM in general. Examples from Germany for the latter are *plan m – Mentoring für Natur- und Technikwissenschaftlerinnen\** (University of Bremen), *dynaMENT Mentoring for Women in Natural Science* (University of Hamburg), *kite-mentoring* (University of Freiburg), *Mentoring Hessen* (Mentoring Hessen, Goethe University Frankfurt and 10 other Hessian Universities). Gender-focused mentoring programs specific for marine sciences are rare. Examples are the Mentoring Physical Oceanography Women to Increase Retention (MPOWIR) for female physical oceanographers in the USA and the mentorship program of the Society for Women in Marine Science (SWMS). Gender-focused cross-border

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<sup>1</sup> Latest published report: SHE FIGURES 2018, European Commission, Directorate-General for Research and Innovation. Luxembourg: Publications Office of the European Union, 2019, doi: 10.2777/936

<sup>2</sup> eument-net Workshop, General Assembly Meeting 2017, 23-24 November 2017, Prague

<sup>3</sup> Dennehy, T.C. and N. Dasgupta (2017): Female peer mentors early in college increase women's positive academic experiences and retention in engineering. *Proceedings of the National Academy of Sciences of the United States of America* 114(23):5,964–5,969, <https://doi.org/10.1073/pnas.1613117114>.



mentoring programs for single scientific disciplines are generally lacking even though the SWMS recently updated its mentorship program description and participant agreement in October 2018 so that it is now open for mentors and mentees from any country in the world. In Baltic Gender, an international approach was adopted by making use of experiences gained from already established approaches such as gender-focused mentoring to specifically promote young female scientists and engineers in the traditionally male dominated field of marine science and technology. The scheme was designed to be flexible in order to adapt to the temporal requirements of marine science work such as research cruises or laboratory experiments and family responsibilities to facilitate participation as much as possible. Moreover, the mentoring scheme helps to boost the existing scientific networks of women within and across the partner institutions and beyond by giving researchers the opportunity to connect with each other on basis of their common interests within the marine research community. Especially in the dialogues with the gender expert and the mentors' common obstacles in scientific careers in marine research were discussed and strategies to overcome them identified. As the participating mentees were sensitized to gender issues related to research they are likely to pass this awareness on to future collaborators and to apply it to their future research.

### 3.2 Setting & preconditions

To establish a project-based mentoring program within Baltic Gender's running period of four years requires extensive knowledge and experience as a prerequisite for a successful implementation. In the Baltic Gender consortium, three partners had long-term experience with in-house mentoring of female scientists, without focusing specific gender-relevant issues (see Table 1) of which via:mento ocean has the longest specific experience:

**Table 1.** *Pre-existing experience of partners regarding mentoring activities*

Institution	Mentoring program	Year established
Kiel University	via:mento, via:mento_ocean	2010 2012 – 2018
SYKE	joint institutional mentoring program	2018
IOW	2 years internal mentoring scheme	2013




Beyond these institutional mentoring programs at Baltic Gender partners, the Mentoring Physical Oceanography Women to Increase Retention (MPOWIR) program has more than a decade experience in mentoring of early career women in the field of Physical Oceanography. MPOWIR provides community-led, discipline-specific mentoring to female

physical oceanographers in the USA, in the career stage from the end of the PhD, through the postdoctoral level and into the early years of a faculty position.

As a second external example, the Society for Women in Marine Science (SWMS) aims to promote women in all the marine sciences. The SWMS mentorship program pursues the three major program goals: (i) To increase the availability of support to those who wish to be mentored in all stages of marine science careers, (ii) To foster relationships between mentors and mentees outside of the academic or work setting where a suitable mentor is often difficult to find, (iii) To build an established network of mentor and mentees within the SWMS community.

A short overview over the key elements of the mentoring programs *via:mento\_ocean*, MPOWIR and the Baltic Gender Mentoring Scheme is given in Table 2.

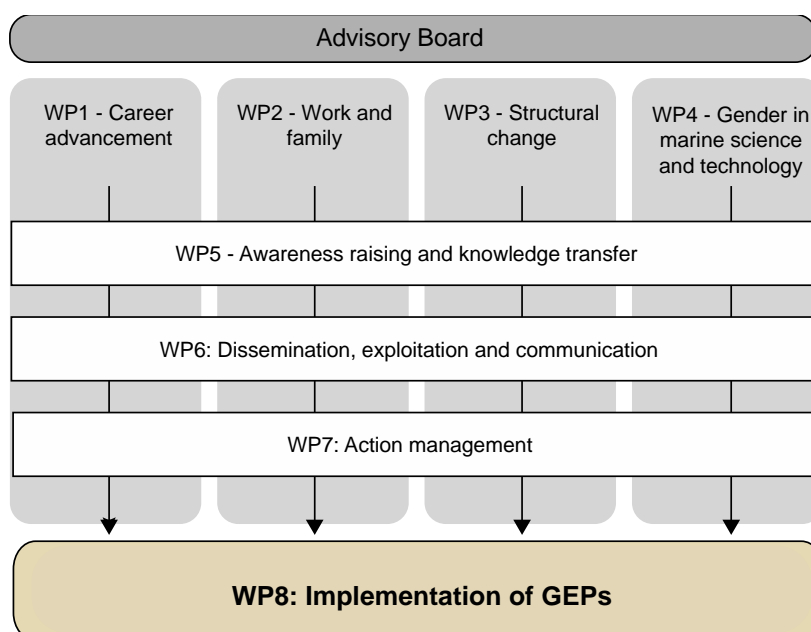
*Table 2. Key characteristics of existing mentoring programs outside the Baltic Gender consortium with discipline-specificity for marine science*

program name	 <a href="#">via:mento_ocean</a>	 <a href="#">MPOWIR</a>	 Baltic Gender Mentoring Scheme
hosting institution/ organization	Kiel University	a physical oceanography community-based program, with financial and intellectual support of the physical oceanography programs at ONR, NSF, DOE, NOAA and NASA	embedded in the Baltic Gender project (EU Horizon 2020)
established in (Year)	2012 – 2018*	initiated in 2004; program start in current form 2008	2017– 2020
program duration	21 months (1 <sup>st</sup> program cycle), 19 months (2 <sup>nd</sup> program cycle), 16 months (3 <sup>rd</sup> program cycle)	mentoring: initial 2 years, with a possible extension to a 3rd year (in some cases continuation as a self-organized peer group possible)	two program rounds of 2 years each (1 <sup>st</sup> round 2017 – 2019, 2 <sup>nd</sup> round 2018 – 2020)
who can be a mentee?	<ul style="list-style-type: none"> <li>female doctoral and postdoctoral researchers in marine sciences in Kiel, who will continue their academic careers, aiming at a professorship or a permanent senior scientist position</li> <li>open to members and associate members of the</li> </ul>	<ul style="list-style-type: none"> <li>female physical oceanographers from 2 years before PhD, through postdoc, and up to 2 years after obtaining a permanent position</li> <li>Participants from a group that is ending its 2 to 3 year term may apply to join a new group</li> </ul>	<ul style="list-style-type: none"> <li>female early to mid-career (doctoral and postdoctoral) marine scientists or engineers wishing to obtain a leading position within the marine science and technology community</li> </ul>

	Cluster of Excellence ›The Future Ocean‹		<ul style="list-style-type: none"> <li>open to staff members from Baltic Gender partner institutions</li> </ul>
who can be a mentor?	<ul style="list-style-type: none"> <li>experienced female or male senior scientists, usually professors from any German university or non-university research institute</li> <li>mentors usually don't come from Kiel</li> </ul>	<ul style="list-style-type: none"> <li>Mentors are composed of female senior scientists including previous MPOWIR junior scientists who have progressed in their careers.</li> <li>The mentors are actively recruited from names suggested by previous program participants, the steering committee and recommendations from current leaders</li> </ul>	<ul style="list-style-type: none"> <li>experienced senior scientists or professors of any gender in permanent positions from any university or non-university research institute</li> <li>mentors come from outside the own institution</li> </ul>
Admission procedure	<ul style="list-style-type: none"> <li>as a mentee: application plus personal interview (two-stage)</li> <li>as a mentor: chosen by the mentees after their kick-off workshop</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment in groups is offered once per year (self-selection into the mentoring program through open registration)</li> </ul>	<ul style="list-style-type: none"> <li>as a mentee: application</li> <li>as a mentor: chosen by the mentees followed by initial request by the program manager</li> </ul>
core elements	<p><b>Mentoring:</b> individual mentoring relationship</p> <p><b>Training:</b> trainings on relevant key qualifications for a successful academic career</p> <p><b>Networking:</b> networking events, get-togethers with invited guests on topics of the group's interest</p>	<p><b>1. Patullo Conference:</b> biannual conference, 2.5 days, ~25 junior women physical oceanographers &amp; 12 senior physical oceanographers, balanced between men and women, focus on discipline-based mentoring and professional development</p> <p><b>2. Mentoring:</b> mentoring groups of ~6 junior women &amp; 2 senior women, monthly teleconference</p> <p><b>3. NASA Speaker Series</b> once a year, 2 junior women scientists chosen to give seminars at a NASA lab</p> <p><b>4. Databases &amp; surveys</b></p> <p><b>5. MPOWIR Website</b> (<a href="http://mpowir.org">http://mpowir.org</a>)</p> <p><b>6. MPOWIR Webinars</b> twice a year</p>	<p><b>Mentoring:</b> individual mentoring relationship</p> <p><b>Training:</b> raising awareness on gender in research &amp; trainings on relevant key qualifications for successful academic career (embedded in annual meetings)</p> <p><b>Networking:</b> annual meetings for networking, get-together and thematic workshops</p>

		<b>7. Townhall Meetings</b> at large conferences	
Special features	<ul style="list-style-type: none"> <li>• local program</li> <li>• a program cycle starts with a kick-off workshop for all mentees</li> <li>• travelling expenses for meetings of mentees and mentors will partially be refunded</li> </ul>	<ul style="list-style-type: none"> <li>• national program (USA)</li> <li>• community-led program</li> </ul>	<ul style="list-style-type: none"> <li>• international program, open to mentees from partner institutions and mentors worldwide</li> <li>• financial budget for mentees</li> </ul>

The Baltic Gender mentoring program is embedded in the entire project as a part of work package 5 as shown in Figure 1:



**Figure 1.** Positioning of the mentoring program as part of work package 5 within the workflow and relation of different components (Pert diagram)

### 3.3 Timeline and budget for the action

The mentoring program comprised two rounds with a running period of two years each. The first scheme started in October 2017 and ended by end of September 2019. The second scheme was held between August 2018 and July 2020.

For this action, a total amount of EUR 62,000 was granted in the proposal, thereof EUR 48,000 for covering travel costs of mentees and participation in training courses and EUR 14,000 for subcontracting of training sessions for two groups of mentees and mentors.

During the preparation phase, e.g. proposal writing, the consortium decided to support a maximum of eight mentees per scheme (similar to the number of organizations involved). Accordingly, the total sum was divided by the maximum number of available places, providing each mentee with a financial budget of EUR 3,000 for individually chosen professional qualification on reimbursement basis (for a list of supported activities, see Table 4 and 6). Analysis of the mentee budgets showed that 24% of all expenses were spent for traveling, 40% for conferences, 20% for professional training courses and 15% for publications. To ensure proper use of the funding the mentees were asked to provide original receipts for cost all refunds (for details see Tab. 4).

### 3.4 Planning, preparation and conduction of the mentoring program

The overall sequence of the two schemes within the Baltic Gender mentoring program is illustrated in Figure 2. In the project proposal, the first training course for mentees within the mentoring program was planned to be carried out by project month 12 (milestone M.5). In practice, the start of the first mentoring scheme was delayed by 8 months due to difficulties in staff recruitment by the task leader, the Leibniz Institute for Baltic Sea Research Warnemünde (IOW). However, after the start of the first mentoring scheme this delay was compensated and the second training course for mentees (due month 36; milestone M.20) was held in due time at the second annual mentoring meeting (month 32).

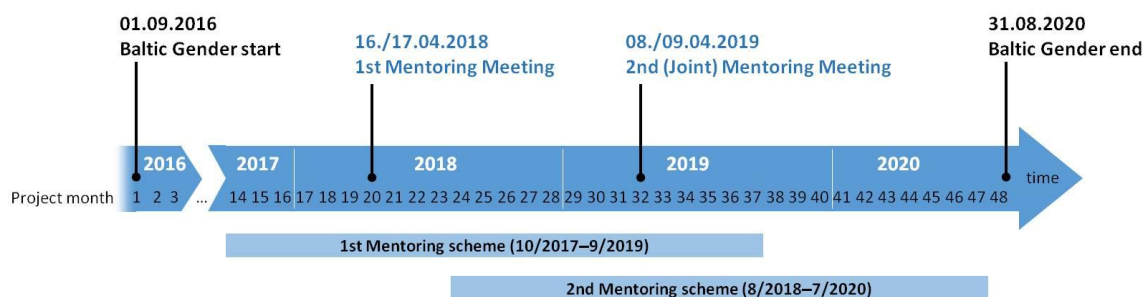


Figure 2. Time course of the Baltic Gender mentoring program

The structure of the two schemes is shown in Table 3.

*Table 3. Overview of the stages and key events of the mentoring schemes*

	<b>1<sup>st</sup> Mentoring Scheme</b>	<b>2<sup>nd</sup> Mentoring Scheme</b>
Preparation phase	March to April 2017	March to April 2018
Call for applications launched	April 2017	April 2018
Deadline for applications	01 July 2017	01 June 2018, extended until 30 June 2018
Number of applications received	8	22
Evaluation of applications finished	29 August 2017	30 July 2018
Acceptance letters sent	End of August 2017	Mid of August 2018
Search for mentors / mentee-mentor matching	September–November 2017	August–October 2018
Official start	01 October 2017	15 August 2018
Annual Meetings	16–17 April 2018	<b>planned for 17–19 March 2020 (add-on); cancelled due to the Covid-19 pandemic</b>
	8–9 April 2019	
Mid-term survey sent to mentees and mentors	30 Oct–09 Nov 2018	30 Aug–02 Oct 2019
Mid-term questionnaires returned	09 November 2018	11 November 2019
Final questionnaires sent	02 July 2019	19 May 2020
Final questionnaires returned	September 2019	15 June 2020
Official end	30 September 2019	31 July 2020
Template for mentee report notes sent	02 July 2019	01 July 2020
Mentee reports received	25 September 2019	15 July 2020

### **First mentoring scheme**

During the **preparation phase**, the consortium partners discussed and agreed upon the application criteria for the **first call for applications** which was launched in April 2017 with deadline July 1<sup>st</sup>, 2017 (see flyer and poster in Appendix 1). The call was open for early career female scientists and engineers from all disciplines of marine science including technology being employed at Baltic Gender partner institutions. Scientists holding their doctorate degree and engineers having their highest degree for no longer than 4 years were encouraged to apply. Eight applicants responded to this call and all applications were sent to

a selection committee whose members expressed their willingness to carry out the assessment on request by the work package leader. The four members of this external and independent evaluation committee (members of the University of Gothenburg/Sweden, BONUS Secretariat (EEIG) Helsinki/Finland, University of Szczecin/Poland, and Polish Academy of Sciences, Warsaw/Poland) evaluated the applications by using standardized scoring cards that were developed by the work package leader, and sent the filled scoring cards back to the task leader at IOW. Selection criteria were on the one hand the quality of the scientific achievements, while on the other hand social responsibilities and societal engagement were positively taken into account such as child care or elderly care. The scoring cards (see Appendix 2 – Evaluation card (scoring card)) were found to be very helpful by the commissioners as they facilitated the comparison based on the same criteria. As the result of this **evaluation** process and due to the fact that there were as many candidates as available places, all applicants were notified that they had been accepted by end of August 2017.

The next step was the **matching of each mentee to a mentor** by the task leader. Mentees were asked for their initial mentor suggestions. The persons listed first were contacted by E-Mail by the task leader. In one case, the mentor was already confirmed in the application. Most potential mentors suggested by the mentees gave a positive reply; only one matching process took longer than one month. As we considered the decision of the mentee for her mentor to be a fundamental prerequisite for a reliable and trustful mentoring relationship, adequate time was invested in this initial step. This included the compilation of a **quick mentoring guide** (see Appendix 3) that was sent to mentees and mentors providing basic information and first guidance on the expectations, benefits, roles and responsibilities, goal setting etc. The **first mentoring scheme** officially **started** on the 1<sup>st</sup> of October 2017.

After **initial contact** between mentee and the mentor, the first six months were given to establish the mentoring relationship, to clarify mutual expectations and to fix the goals. This was confirmed in a **mentoring agreement** signed by both parties and sent in copy to the task leader. Herein, also an early-termination passage was included. **Mentee-mentor meetings** were scheduled upon individual arrangement by the participants throughout the duration of the scheme. The number of mentee-mentor meetings ranged from three to seven meetings per mentee-mentor pair throughout the first mentoring scheme with 74% being face-to-face meetings, followed by Skype (26%). The frequency of the meetings was individually very different and varied between bimonthly intervals to more than one year in between.

In addition to these individual mentee-mentor contacts, two **annual meetings** (16–17 April 2018, 8–9 April 2019) allowed direct exchange between all the participants and provided thematic workshops and supplemental information on the Baltic Gender project. All mentees and mentors were invited to attend these meetings. For mentees, participation was obligatory. Because of the long distances to some mentors (see Table 7) and conflicting schedules, only few mentors accepted the invitation. During the meetings, **workshops** on varying topics offered opportunities to discuss and a **support program** provided scope for

mentees and some mentors to come together and network. At the first meeting, a module on gender equality and diversity in research institutions was offered for all participants to provide an introduction to and raise awareness for e. g. concepts of gender and diversity, equal opportunities in research institutions and gender in the research content. Further course offers focused on leadership and communication, time, stress and conflict management in academia, and research ethics. Table 4 indicates the mentee activities that were financially supported by the individual Baltic Gender mentee budget and how often these categories were used.

*Table 4. Supported activities and how often they were used by the mentees within the mentoring schemes*

supported activities	number of times used	
	1 <sup>st</sup> Mentoring Scheme	2 <sup>nd</sup> Mentoring Scheme <sup>4</sup>
traveling to mentor	7	5
individually chosen professional trainings for details see Tab. 6	6	25
conferences	6	9
publication fees	4	0

Individual qualification was supported on reimbursement basis upon formal request by mentees to the task leader. Proper use of funding was ensured by asking the mentees to provide original receipts for the activities.

To get a personal feedback from mentees and mentors on the development of the mentoring relationship and the mentoring program as a whole, **mid-term and exit questionnaires** were sent to all participants. Shortly before the official end of the scheme (30.09.2019 and 31.07.2020), the mentees were asked to summarize their experiences in final mentee notes. The results were used for the recommendations given in the summary of this report.

Analysis of the mentee budgets showed that 24% of all expenses were spent for traveling, 40% for conferences, 20% for professional training courses and 15% for publications. From eight accepted applicants, one candidate withdrew before the official start of the program due to acceptance in another mentoring program. A second mentee withdrew in the second month of the running scheme because she left the partner institution for a different position outside the involved institution. The consortium decided to make those two free places available in the second round of applications scheme.

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<sup>4</sup> The activities planned for the last 6 months of the 2<sup>nd</sup> scheme were heavily affected by the corona virus situation in Europe. As a consequence, conferences, workshops and individual trainings were cancelled or postponed. Therefore, most of the individual budgets were not completely expended.



## Second mentoring scheme

As a result of the low number of applications in the first round, at the annual meeting 2018, the project partners agreed to expand the application criteria for the second round to third year PhD candidates and employees at cooperating partner institutions<sup>5</sup>. The number of places to be allocated has been increased from eight to ten and the **second call** was launched in March 2018. By the deadline, 22 applications were received.

As in the first scheme, all applications were evaluated by the members of the selection committee and enquiries sent to potential mentors. Only one matching process took longer than one month. All mentors and mentees received the **quick mentoring guide** to support the initial phase as done in the first mentoring scheme.

After introducing themselves to their mentors, determining and fixing of goals in the mentoring agreement, the mentees continued the further dialogue with the mentors on basis of individual arrangements.

The **annual meeting** (8–9 April 2019) complemented these activities, and was a joint meeting open for all participants of both mentoring schemes, providing the only opportunity for both cohorts to come together. Here, an introductory course on gender equality and diversity in research institutions was offered again for all participants of the second mentoring scheme. Further courses focused on leadership, communication and conflict management in academia leaving enough time for informal discussion and conversation during the supporting program. Another annual meeting planned for 18–19 March 2020 unfortunately had to be cancelled due to the Covid-19 Pandemic in Europe. Before cancelling the annual meeting, an online meeting was considered as a possible alternative. However, in the discussion with the workshop providers a clear preference to a face-to-face meeting from their side surfaced. In consequence the annual meeting was cancelled without an alternative. Nevertheless, preparatory documents for the intended workshop on research ethics and a presentation on the content of the workshop on stress and time management were forwarded to the participants as minimum service instead.

As before, participants were asked for their intermediate and final feedback. Shortly before the official end of the scheme (July 31<sup>st</sup>, 2020), the mentees were asked to summarize their experiences in final mentee notes.

Unlike the first round, under the influence of the Covid-19 Pandemic 33% of the total amount spent from the mentee budget was used for traveling, 6% for conferences and 61% for individually chosen professional qualification measures.

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<sup>5</sup> As noticed in the review meeting for the 2<sup>nd</sup> reporting period, this extension of the group of applicants to employees from cooperating institutions was not permitted. Therefore, the task leader has decided to cover costs for the mentee concerned from the overhead budget allowing her to continue participating in the programme.

### 3.5 Monitoring

At the time this report is submitted, only information on the whereabouts of mentees from the 1st program can be given, because the 2nd program has not yet been completed. To assess the impact of the Baltic Gender Mentoring Program on retention and career progression we tried to track the careers of individual mentoring program participants. Using web search tools in combination with our information on the last verified email address we determined the current career status of the past program participants. This avoids complications of response rate and self-reporting biases associated with surveys. Of the six participants in the 1st program round, one achieved a permanent position in science. Four participants are still employed in science in the same institution. One mentee was indicated as holding guest status at her institution.

Of the ten participants in the 2nd program round, one obtained a permanent position in science. One mentee received funding for a position as Junior Group Leader (<https://gepris.dfg.de/gepris/projekt/441084746>) within the Emmy Noether Program<sup>6</sup> (DFG), starting in autumn 2020. Another participant has finished her PhD and moved to/obtained a PostDoc position at an internationally renowned marine research institution. To our knowledge, all other participants are continuing their research at the institutions where they are currently employed.

## 4 Evaluation of the Baltic Gender Mentoring program

### 4.1 Survey design and scheduling

To evaluate the program design, implementation and its usefulness for young researchers in marine science and technology, the experiences and views of all program participants (mentees and mentors) of the Baltic Gender Mentoring program were collected by voluntary mid-term and final online questionnaires for both mentoring program rounds.

As indicated in Table 3, the mid-term questionnaires were sent out about halfway through each round of the program (October 2018, August 2019), the final questionnaires at least six weeks before the end of the program round (July 2019, May 2020).

Mid-term questionnaires comprised six questions to mentees as well as to mentors whereas the final questionnaires contained twelve questions to mentees and seven questions to mentors (see section 6.3 Appendix 3 for the full content of questionnaires). Additionally, the first question was always to generate a secret code to assure anonymity with the option to delete individual sets of answers upon request at any time.

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<sup>6</sup> [https://www.dfg.de/en/research\\_funding/programmes/individual/emmy\\_noether/index.html](https://www.dfg.de/en/research_funding/programmes/individual/emmy_noether/index.html)

In total we received 17 responses for the mid-term questionnaires and 20 responses for the final questionnaires from the 32 participants (Table 5). No statistical analysis was applied because of the small sample size. The response rate was between 40% and 83%

*Table 5. Responses on the mid-term and final surveys:*

	mid-term survey				final survey			
	mentees		mentors		mentees		mentors	
	number of responses	response rate	number of responses	response rate	number of responses	response rate	number of responses	response rate
mentoring program 1 (six mentees and six mentors)	3	50%	4	67%	5	83%	3	50%
mentoring program 2 (ten mentees and ten mentors)	6	60%	4	40%	6	60%	6	60%
in total:	9	56%	8	50%	11	69%	9	56%

## 4.2 Appraisal by mentees

The overall feedback and the general attitude towards the program components was very positive and the program met the expectations of the mentees in whole or in part:

- “The mentoring program was a clear plus for my post doc time [...]. It exceeded my expectations as it provided a network with other fellow post docs as well as a financial freedom to build up a good relationship with out mentors.” (mentee, final survey, program round 1)
- “I like this opportunity to learn more about gender issues in science; having a mentor feels interesting because we are not really committed to each other but communication and needed help still exist” (mentee, mid-term survey, program round 1)
- “For me the mentoring program was a great experience which met my expectations. Through the mentoring meetings I gained the knowledge/information/experiences I was looking for. This gives self assurance for the future scientific work and life.” (mentee, final survey, program round 1)
- “It partly met my expectations because I have gotten much information about gender issues and managing ideas.” (mentee, final survey, program round 1)
- “When I applied, I was not sure what I got into. But this mentoring program has been perfect for me. It is flexible and gives my mentor and I freedom to organize the meetings as we wish.” (mentee, mid-term survey, program round 2)
- “I think the mentoring program is a great opportunity to relate to fellow women researchers in similar positions and life situations. After our first annual meeting, I felt motivated and encouraged to keep on following my carrier goals. The

exchange with the other participants in the mentoring program was enlightened and motivating. It was good to realize that we made similar experiences concerning relationships to colleagues, permanent staff, and the supervisor. It was encouraging to discuss strategies to overcome every-day problems at work but also in private life. [...]" (mentee, mid-term survey, program round 2)

- "In total, I think it is a great program to be part of. Due to the mentor/mentee agreement, it feels easier to contact my mentor regarding problems or questions regarding strategy or also personal questions regarding work-life balance. This is, what I was looking for in a mentor." (mentee, mid-term survey, program round 2)
- "I am very positive about the mentoring program and in whole I think I benefitted from it." (mentee, final survey, program round 2)
  - "The mentoring program broadened my perspectives about women in Science. The program went beyond my expectations and inspired me. I am very thankful to the program and the support provided." (mentee, final survey, program round 2)
- "I really enjoyed the mentoring program. It gave me insights to plan my future and hands on advice on career planning, applying funding etc. I didn't have expectations since this was my first mentoring experience. But I will definitely seek for mentoring again and will probably try to mentor junior scientists." (mentee, final survey, program round 2)
- "The mentoring program exceeded my expectations. I could participate in workshop and courses for my personal development without searching for finances and getting the allowance from my supervisor. I learned a lot from these workshops especially regarding leadership, communication, and addressing people. Furthermore, I greatly appreciate the chance to talk to people in similar situations and exchange experiences and strategies." (mentee, final survey, program round 2)
- "The mentoring program was very helpful to receive advice on my work, my plans and my scientific ideas and interests." (mentee, final survey, program round 2)

These opinions indicate that the program met the needs of the mentees regarding independent advice on professional and scientific development as well as on work/family balance. To meet fellow scientists in similar situations was an opportunity that was well perceived by the participants. The voluntary commitment of the mentors was highly appreciated. Particularly noteworthy we consider the statement of a mentee that perhaps one day she will act as a mentor for young scientists as this points out to possible long-term impacts. **The program also met with external interest** as mentioned in a mentee's response to question 1: "It is a very good program and I have been asked about it in funding interviews" (mid-term survey, program round 1).

### 4.3 Appraisal by mentors

We appreciated the encouraging feedback from mentors who expressed an overwhelmingly positive attitude to the program:

- “It was a very good experience and a fruitful exchange.” (mentor, final survey, program round 1)
- “I found the program interesting and a good opportunity for mentees. It was a positive experience.” (mentor, final survey, program round 1)
- “The program has been useful to me, I am happy I participated.” (mentor, final survey, program round 1)
- “Great chance for students to become more knowledgeable with the international aspects of the "science-arena" in order to apply this in their own career.” (mentor, mid-term survey, program round 2)
- “I think it is needed, and could be expanded also to other fields. Even though we think Nordic countries have high degree of equality, this is not always the case. Men are favored for certain positions, and women expertise not always valued. This program helps persons to identify these things, which is the only way towards more equal scientific community.” (mentor, mid-term survey, program round 2)
- “It is clear from my conversations with my mentee that this type of program is needed. [...]” (mentor, mid-term survey, program round 2)
- “I am quite positive about the project and I think it is really supportive for early career female scientists since a good mentoring can cover for some of the drawbacks young female scientists usually have. It also helps to better focus people and have a more deliberate career development. It definitively helps to create a wider scientific network which can be of great help. I also hope that the major obstacles of young researchers get visible and will be recognized among scientists and institutions for shaping the future research landscape.” (mentor, final survey, program round 2)
- “It has been a refreshing and eye-opening experience. Mentoring has made me more aware about the gender issues and sexism in science, in general. Also, discussions with the mentee have been pleasant and I think both of us have benefited.” (mentor, final survey, program round 2)
- “It offered to the grantee a major chance to experience how our [...] system of research was functioning. Moreover, it helped the grantee, and also to myself, to enlarge the scientific network (which is a real win-win situation).” (mentor, final survey, program round 2)

Very similar to the positive feedback from mentees, the program was seen as both very supportive for mentees and a chance for early career female scientists to expand their networks in the international marine science community. Raising awareness for gender

issues in marine science among the participants was considered necessary in order to achieve a more gender-fair science.

#### 4.4 Benefits for mentees and mentors

In agreement with the program design, the Mentoring itself was seen as the most important part, whereby the Mentoring relationship was considered to be primarily supportive for mentees but also as having benefits for mentors as stated by participants:

- “Very positive experience as it developed into a personal contact with a world leading scientist in my research field. This was a real eye opener and gave me confidence to proceed on my way.” (mentee, final survey, program round 1)
- “Through the mentoring program I gained self assurance for the future scientific work and life. This is a great benefit.” (mentee, final survey, program round 1)
- “I have got much theoretical information, while the scholarship helped to gain more skills in my research field” (mentee, final survey, program round 1)
- “More self confidence in own abilities” (mentee, final survey, program round 1)
- “The mentoring program happened to align perfectly with the stage of my career that I would have been most likely to drop out from academia. I had children and was doing my first Post Docs and searching for my path in Marine science. The resources in the Baltic Gender project as well as the mentoring scheme helped me to identify when I was insecure and why leading to ability to steer my career to right direction. As a result I am more committed to a career in Marine science and more trusting towards the future challenges.” (mentee, final survey, program round 2)
- “From the workshops, I learned skills on how to improve my communication skills, how to assert my ideas and plans, and what defines a good leader. From my mentor, I learned how to set priorities and how to deal with difficult situations with my colleagues. I greatly appreciate her insights from leadership and her view on things.” (mentee, final survey, program round 2)
- “I realized (again) that successful scientists have very different opinions on how to plan a career. So it is very important to hear more than one opinion before deciding important issues.” (mentee, final survey, program round 2)
- “It helped me to review once more my own role as a woman in science. The workshop was very helpful in this respect too.” (mentor, final survey, program round 1)
- “[...], I tried to improve my "mentoring" ability and I have taken into more account the gender issue in STEM.” (mentor, final survey, program round 1)
- “Being a mentor has forced me in a positive way to think about career options, paths, work-life balance and other questions that came up during the meetings with my mentee.” (mentor, final survey, program round 1)

- “I realise the mentoring program has helped me to better identify situations and places where we need to pay more attention for visibility of women. For example, I am very aware of gender balance issues in conferences and “coffee table discussions”. Also, it makes me happy to be able to support a younger female scientist. This is not only by sharing my experiences and knowledge, but also in hearing the perspective of the mentee, which is then relatable to my younger colleagues.” (mentor, mid-term survey, program round 2)
- “I made friends with some talented young women in science and learned about the challenges and issues they face in their career. Discovering similarities in our experiences despite differences in age and culture helped to validate some of my own past and present experiences.” (mentor, final survey, program round 2)
- “It is very useful also for myself because 1) I get to know specific needs and obstacles and 2) It is useful for mentoring of my current and future research team. It is also a good way to stay in contact with individual researchers but also with the institution.” (mentor, final survey, program round 2)
- “I am not sure I feel I benefited. I think I already knew how difficult it is for young female researchers in Germany and this didn't change. I didn't participate because I thought I would benefit but rather than it is just the right thing to do.” (mentor, final survey, program round 2)
- “I was very happy to get more acquainted with the life of my mentee and see things from her perspective. I was also delighted that she managed to get her first major pot doc grant during our relationship and I had a small part in it.” (mentor, final survey, program round 2)
- “Yes, i have been looking at my own career and the opportunities the younger scientists have from a different perspective. It has been good to hear the struggles of earlier career phase, i have been there also but since things change some things are forgotten easily. It is important to remember the difficulties in combining career and family to be able to support young scientists.” (mentor, final survey, program round 2)

As expected, mentees benefitted from independent advice from mentors who shared their experiences and showed options for actions. On the other hand, the program was also found useful by the mentors for themselves: They felt encouraged to reflect early career stages and obstacles. Additionally, enhancing one's own mentoring abilities, broadening the own scientific network and enhanced understanding of early researcher's struggles were seen as “win-win” effects which in turn might be beneficial for the members in the own research team.

#### 4.5 Pleas for a continuation of the mentoring program and proposals

In several individual answers, respondents expressed the **wish to carry on with the program** (cited from exemplary answers to the last question of the mid-term and final questionnaires):

- “go on with this kind of support” (mentee, mid-term survey, program round 1)
- “ [...] I really wish that this opportunity, to take part at this program, will be still open in future and for as many women as possible” (mentee, final survey, program round 1)
- “I liked the program as it was: with the great freedom for the mentee to organise it yourself in such a way that you get most out of it, but still with the possibility to ask for support whenever needed. It would be great if it stays this way.” (mentee, final survey, program round 1)
- “maintain the program!” (mentor, final survey, program round 2)

In addition to the feedback obtained in the personal communication during the two annual meetings at the IOW, we received constructive comments and suggestions for a future design of mentoring programs. The following points were raised in the responses to the last question of the mid-term and final questionnaires:

- to have a mentor meeting to give mentors the opportunity to exchange with other mentor and discuss certain aspects of the mentoring work (mentor suggestion, mid-term survey, program round 1)
- a greater variability concerning the use of the mentee budget, for example financial support for interviews, meetings with prospective collaborators, colloquium talks or face-to-face data discussions (mentee suggestion, mid-term survey, program round 2)
- to further develop this mentoring in future and involve PhD students ( mentee suggestion, mid-term survey, program round 2)
- to establish a data base of scientists who want to be involved in this project and whom a mentee could chose as a mentor (mentee, mid-term survey, program round 2)
- targeted workshops on applying for jobs and negotiation strategies (mentor, mid-term survey, program round 2)

In the final mentee report notes, also workshops on how to be successful in applying for funding or how to write good and successful proposals were proposed.

As we could derive from direct conversation as well as from the responses to the surveys from participants, the mentoring program caused the mentees (and some of the mentors, too) to think and reflect about their own position in science and society even if we did not ask directly for that in the questionnaires. In particular the course on gender in



research which also comprised a module on unconscious bias evoked a strong echo among the participants.

## 5 General conclusions

First of all, the program was perceived very positively and its opportunities were actively used by the participants. The mentoring experiences encouraged the mentees to pursue their professional and personal goals and made them sensitive to recognize and overcome gendered stereotypes and obstacles. It is likely that the majority of mentee-mentor contacts will continue beyond the end of the program.

Looking at the approach as a whole it should be considered that a temporally limited, project-based mentoring program has different preconditions compared to permanent programs. The time limitation does not only shorten the time for preparation and follow up but also makes it difficult to incorporate experiences accumulated during the running program. Therefore, the success of such a program requires special care in the planning and preparation stage together with a pre-existing experience on which the program can be built as well as knowledge of discipline specific potential needs. Even though these preconditions were given by the project consortium, some risks other than the foreseen ones like e.g. not enough mentors which did not manifest occurred:

i) Supported actions concerning **individually chosen qualification measures** (Table 4 and 6) were not well enough defined and communicated between the project and the project officer prior to the program – this caused confusion about supported action during the running program. To solve this issue supported actions were redefined as stated in the second periodic record:

“During the course of the mentoring scheme it became clear that the financial support of the mentees should, besides covering the travel costs to see their mentors, not be limited to paying only for advanced training courses. Instead, in order to support the career advancement of each mentee the best possible way, the consortium considered to broaden the range of items to include, for example, conference registration fees or publication costs. Conferences are essential for early career scientists to network with other researchers in the field, display results and make connections for future work. The publishing of articles is the most important step for advancing one’s academic career and making research results more accessible contributes to better science. Article processing charges, also known as publication fees, are also increasingly becoming more common in open access journals. Hence, where mentees had no other resources to cover such costs (e.g., for a conference or a publication), these were included in the mentoring scheme.”

Table 6. List of supported individually chosen professional trainings

individually chosen professional trainings	
1 <sup>st</sup> Mentoring Scheme	2 <sup>nd</sup> Mentoring Scheme
Course "Linux 1"	Courses "Advanced Excel course" / "Excel Master Class"
Training on experimental work with marine petroleum hydrocarbon degrading fungi	Course "Embryo malformations"
Qualification seminar "Temporary contracts in science"	Workshops "Introduction to statistical data analysis using R" / "Ecological niche modelling using R"
"Career Coaching"	Qualification course "Project Management for Academics"
"Coaching for women in career planning"	Course "Stress and conflict management"
Workshop "Developing a positive working environment for all"	Training "Data mining, analysis, modeling"
Course "Animal movement analysis"	Course "Visualizing on the iPad"
Training "Associated stable isotope analysis"	Course "Metagenomics"
	Career Coachings / Coaching for digital science communication
	Language courses, e.g. "Correct English Language in Everyday Management"
	Environmental management basic knowledge
	Webinar "Collegial advice digital"
	Webinar "Communicate low conflict by mail / chat"
	Workshop "The Art of Delegation - Situational Leadership, Communication and Personal Leadership Style".

ii) The mentors were scattered around the world (see Table 7); this limited the participation in the face-to-face mentoring meetings held at the IOW premises.

Table 7. Country-specific institutional affiliation of applicants and participants of the mentoring schemes

applications	country	mentees	country	mentors	country
1st Mentoring Scheme					
5	Germany	4 <sup>7</sup>	Germany	1	USA
2	Finland	1 <sup>8</sup>	Finland	1	Italy
1	Lithuania	1	Lithuania	2	Finland
				2	Germany
2nd Mentoring Scheme					
13	Germany	5	Germany	3	Germany
4	Lithuania	2	Estonia	2	Finland
2	Estonia	2	Finland	1	Austria
2	Finland	1	Latvia	1	Netherlands
1	Latvia <sup>9</sup>			1	New Zealand
				1	South Africa
				1	Sweden

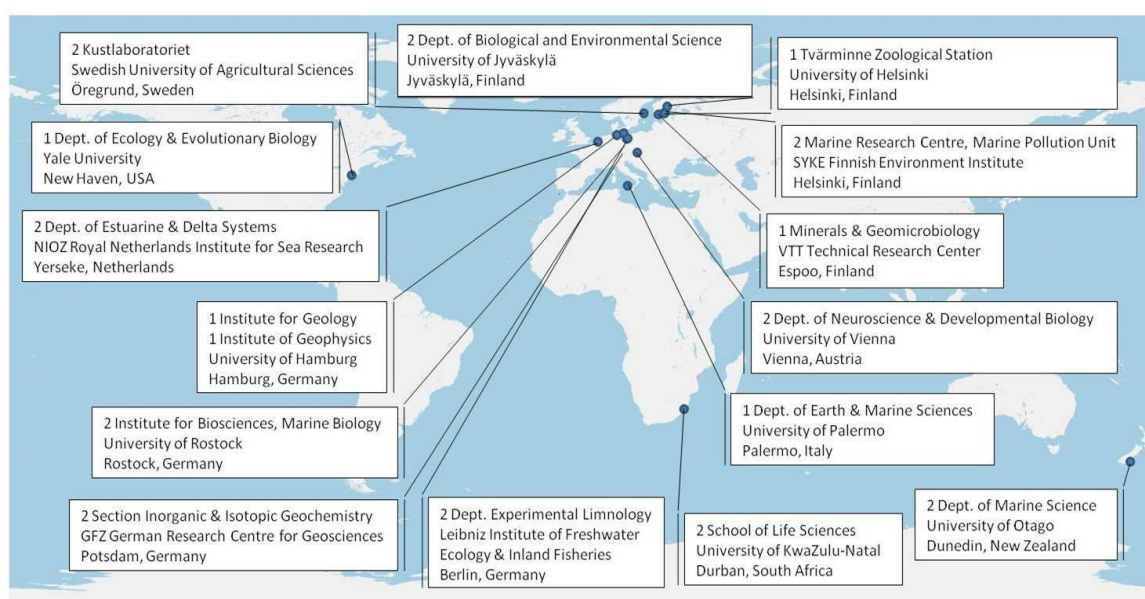


Figure 3. Institutional affiliation of the mentors (1 – first mentoring round, 2 – second mentoring round)

To sum up the overall impressions of participants, the mentoring relationship as the core part of the program was considered to be very supportive with mentors and mentees being

<sup>7</sup> One mentee withdrew in 9/2017 before the official start of the program due to acceptance in another mentoring program.

<sup>8</sup> A second mentee withdrew in 11/2017 from the running scheme because she left the partner institution for a different position outside science.

<sup>9</sup> Please see footnote 2 on page 8 for explanation

engaged and motivated as shown in section 4.2. The reported number of mentor-mentee meetings greatly varied ranging from four to numerous face-to-face conversations supplemented by skype, phone, WhatsApp and E-Mail contacts. The annual meetings were seen as a valuable opportunity to get together and network. Additionally, the direct feedback from mentees suggests that there is a need to maintain the financial support for independent activities such as participation at conferences or other events important for visibility, exchange and cooperation within the scientific community and tailor-made training courses or research visits. One of the suggestions we received from mentors was to include a preparatory meeting for mentors on how to effectively mentor.

Last but not least, bringing together (more senior and early career) female scientists within marine science and technology can lead to more female role models and thereby also promote institutional change.

## 6 Recommendations

Considering the individual needs of the mentees, potential future mentoring initiatives specifically developed for women in marine science and technology should comprise the following features:

- (1) Future mentoring initiatives should be international, cross-institute mentoring programs to meet the needs of marine science and technology which are strongly characterized by interdisciplinary and cross-border research.
- (2) They should have the mentoring as its core component, supplemented by offering individual training opportunities and accompanying events to enable mutual acquaintance of participating mentees and mentors and to support networking.

We also consider it advisable to adopt the following additional points in terms of best practice measures:

- maintain the principle of individual choice of the mentor but if applicable establish a data base of potential mentors where mentees can look for a mentor,
- maintain a flexible mentee budget *either* without further subdivisions, that is practical and easy to use for mentees *or* expand the list of eligible activities for mentees,
- provide mentors with a financial budget to enable their participation in mentoring meetings for all participants,
- include an initial preparatory meeting (on site or online) for all mentors to clarify questions about the mentoring,
- have a simple set of clear rules which should be handed out to and approved by signature by the participants prior to the start of the program.

## 7 Appendix

### 7.1 Appendix 1 – Application flyer and poster

Flyer for the call for applications, here shown for the first mentoring scheme 2017:

#### Application

##### Requirements for participation

The international **Baltic Gender Mentoring Scheme** is dedicated to early career female marine scientists holding a doctoral degree for less than 4 years and engineers (having their highest degree for less than 4 years), who are employed at the participating institutions. There are no age restrictions. The programme runs in English only.

##### Application documents

We kindly ask you to apply exclusively in the form of a single PDF document.

Your document should contain a detailed scientific CV, a list of your publications, a motivation letter (a maximum of 3.500 characters including spaces).

The motivation letter should engage with your desired career path, give a brief description of your goals for the next 5 years and your expectations of the scheme. It should also contain names and full contact details of at least 3 potential mentors.



This project received funding from the European Union's Horizon 2020 research and innovation program [no. 710363].



##### Key Dates

The current **Baltic Gender Mentoring Scheme** starts in October 2017 and will end in September 2019. Acceptance letters will be sent to the mentees end of August 2017. The first Baltic Gender mentoring round will support up to 8 applications from within the participating institutions.

Please send your application to:

[baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de)

no later than **01.07.2017**

##### Further Information

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#### Baltic Gender Mentoring Scheme

Training for female marine scientists and engineers



#### The Programme

The international **Baltic Gender Mentoring Scheme** is dedicated to highly qualified early career female marine scientists [holding the PhD for < 4 years] and female engineers [having their highest degree for < 4 years] wishing to obtain a leading position within the marine science and technology community.

The scheme rests on continuing education, networking and process-oriented coaching. It assists the mentee/mentor pairs in managing their careers by applying goal-driven approach, in building and expanding their subject-specific professional networks and in improving their managerial abilities.

The pairs consisting of mentor and mentee are expected to meet and exchange regularly to evaluate the mentee's professional development.

Baltic Gender offers additional skills-based seminars and advances key qualifications for leading positions, specifically in academia.

#### Programme Content

All participating female mentees choose a personal mentor. The general idea of a mentee-mentoring relationship is to give personal career management more focus and structure, moreover the mentees are encouraged to shape the mentor-mentee relationship according to their own ideas and needs.

The individual mentoring relationship with a professor or senior scientist in a permanent position will be embedded in additional measures for self-development and career management.

Regular exchange with other mentees enables programme participants to build a professional network. The mentees will gain the opportunity to detail their mentoring experience in the Baltic Gender newsletter once a year.

The mentoring will continue for **2 years** providing each successful mentee with financial support (3.000 €), e.g. for conference or/and publication fees, travel costs to mentor and professional training courses. However, the mentees will be asked to provide receipts proving proper use of the funding.



##### For mentees

- Goal-driven planning of academic career
- Enhancing management & communication skills
- Evaluation & discussion of working style
- Access to specific professional networks
- Introduction to the Baltic Sea research community

##### For mentors

- Professional network expansion
- Evaluation of own career path, personal working style & professional experience
- Introduction to peer-to-peer coaching
- Training of social & communication skills
- New inspiration for own work





Poster for the call for applications, here shown for the first mentoring scheme 2017:

# GET A MENTOR

The **Baltic Gender Mentoring Scheme** is now open for early career female scientists and engineers from all disciplines of marine science including technology. Scientists holding their doctorate degree and engineers having their highest degree for no longer than 4 years are encouraged to apply.

The international **Baltic Gender Mentoring Scheme** offers opportunities for networking, sharpening career skills, guidance for career development and training for mentor/mentee pairs regarding gender aspects in marine science.

The tandems consisting of mentor and mentee meet at regular intervals to evaluate the mentee's professional development. A supporting programme of skills-based seminars advances key qualifications for leading positions, specifically in academia.

The scheme starts on **1st October 2017** and continues for **2 years** providing each mentee with financial support (3.000€), e.g., for conference or publication fees, travel costs to mentor and professional training courses.

An independent international selection committee will evaluate all received application documents using a point system. Evaluated will be the successful completion of the PhD thesis, your scientific/academic achievements listed in the CV and motivation letter. Possible career breaks due to family obligations will be taken into account.



Find out how to apply at:

<https://www.baltic-gender.eu>

**Apply no later than 01.07.2017**

by sending your application to

**[baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de)**



## 7.2 Appendix 2 – Evaluation card (scoring card)



Applicant name:

Committee members name:

Evaluator	Topic	Mark		Recalculation Mark N into Points P by the committee members		
		Range	Rating	Calculation	Max.	Final Score
University	<b>Thesis (PhD)</b>	1-2		$P=20-10*N$	10	
Committee Member	<b>CV</b>					
	Studies abroad (* see remark)	1-5		$P=3,75-0.75*N$	3	
	Publications	1-2		$P=20-10*N$	10	
	Other activities e.g. awards, cooperation's with companies, social engagement etc. (* see remark)	1-5		$P=3,75-0.75*N$	3	
	Funding obtained	1-5		$P=3,75-0.75*N$	3	
	<b>Motivation letter</b>	1-2		$P=20-10*N$	10	
	<b>Career breaks because of child care/elderly care</b>	1-2		$P=20-10*N$	10	

Additional remarks:

- Please provide just the rating in the 4<sup>th</sup> column, the final scores we will calculate for you
- (\*)Here we ask you to give low points if you think the candidate is good and should achieve high score
- Please send the filled scoring card to WP leader [joanna.waniek@io-warnemuende.de](mailto:joanna.waniek@io-warnemuende.de) or [baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de)

### 7.3 Appendix 3 – Baltic Gender Quick Mentoring Guide

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Leibniz Institute for Baltic Sea Research Warnemünde

# **Baltic Gender Guide for Mentors & Mentees**

*A Quick Guide*



Joanna Waniek  
8/2017

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## Quick Baltic Gender Guide for Mentors & Mentees<sup>1</sup>

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<sup>1</sup>Document adapted from: [http://sydney.edu.au/sun/docs/mentoring\\_skills\\_workbook.pdf](http://sydney.edu.au/sun/docs/mentoring_skills_workbook.pdf), EMAlumni Association Mentoring Programme; TRIPLE CREEK ASSOCIATES, INC (Mentoring Guide for Mentees) Women's Leadership Initiative, A How-to Guide for Mentors and Students. (2004). FastStart, 1-7; Creating Successful Mentoring Programs: A Catalyst Guide. (2002). Catalyst, 17-23. It's What You Know. (2000). AMS, 3-14.

## Introduction

If you have knowledge or experience or are simply a good listener you have probably already been a mentor helping someone to learn, sort out a problem or devise a plan. It may have happened spontaneously and the word mentor may never have been used. The term mentoring is being used more widely now in our society and people are often encouraged to seek out a mentor. So, what is mentoring and how does one become a mentor?

## So, what is mentoring?

Mentoring is often seen as a relationship between a senior and a more junior person - like a master and an apprentice. This can be a useful approach to mentoring but can also pose some problems for adult learners. Mentors can get just as much out of the relationship as a mentee and being seen as a teacher, coach etc. can be unhelpful and limiting. Mentors may also be asked, often inappropriately, to lobby on behalf of their mentee. Viewing mentoring as a learning partnership can be more helpful. Status and power can be ignored, mentors do more listening and questioning and advice is only offered once the mentee has had the opportunity to explore the options for themselves.

Mentoring is a personal enhancement strategy through which one person facilitates the development of another by sharing known resources, expertise, values, skills, perspectives, attitudes and proficiencies. It allows the learner to build skills and knowledge while attaining goals for career development. Conversely, it provides the opportunity for the experienced party to further enhance his/her skill and knowledge areas by continuously reassessing and building upon those areas.

## Definitions

**Mentor:** A wise and trusted guide (The Macquarie Concise Dictionary, 2nd Edition); Mentors are helpers. Their style ranges from that of a persistent encourager who helps us build self-confidence, to that of a stern taskmaster who teaches us to appreciate excellence in performance. Whatever their style, they care about us and what we are trying to do.

## Benefits of mentoring

Mentoring benefits both people in the mentoring relationship. By approaching mentoring using the model described above the mentee does not become dependent but develops their critical thinking skills. The mentee is empowered and they take responsibility for their actions. In this model, the mentor does not have to be older, wiser or specialised in a particular field. Both parties can find the experience rewarding and satisfying.

Below are some benefits mentors have identified.

- Contribute
- Acquire and practice a coaching style of leadership
- Re-energise a plateaued career
- Extend your network
- Obtain new perspectives, opinions
- Gain additional recognition and respect
- Awareness of own skills
- Challenge and achievement

- Self-development
- Put something back
- A sense of satisfaction
- Grow people better
- Contribute to the future
- Involvement, focus on others

### **Benefits for Mentees:**

- Insight into the pros and cons of various career options and paths
- Increased self-awareness and self-discipline
- An expanded personal network
- Support in the transition to a new role or location
- A sounding board for testing ideas and plans
- Positive and constructive feedback on professional and personal development areas

### **Roles & Responsibilities**

The mentor's role is to listen, provide constructive feedback and help their mentee consider options. They may refer them to resources and facilitate decision making and share their own experiences. They might help to identify areas for development, coach their mentee and allow opportunities to practice new skills. They may be a sounding board, ask questions to cause further exploration of ideas or to challenge their mentee's thinking. They provide guidance, not direction and do not solve problems but act as a collaborator in the problem solving process. Primary responsibilities you have as a mentor include:

- Maintaining confidentiality
- Being accessible
- Listening actively to your mentee
- Promoting responsible decision making
- Motivating and supporting your mentee to achieve their goals
- Ensuring a professional relationship
- Acting as a role model
- Recognising when it is time to relinquish the mentoring role

#### **Mentee's role and responsibilities**

As a mentee, it is your responsibility to take ownership of your learning and development needs. You must assess your areas of strength and development so you can establish a mentoring plan and grow as a capable and intelligent scientist. This plan should include goals you'd like to accomplish through a mentoring relationship, ways you will be held accountable for success or failure to accomplish those goals, and boundaries you want to place on the relationship, such as focusing it only on professional aspects of your life. It is also your responsibility to initiate contact with a mentor and ensure the mentor helps you attain your goals.

Mentees can approach their mentors to discuss issues and ideas. They may want feedback or advice or a chance to get something off their chest. Through the questioning of the mentor, the mentee may achieve a greater clarity about a situation or see a different perspective. Whatever is discussed, however, it is the mentee who makes the decisions and takes any actions required. The mentee is responsible for their decisions and actions.

Good mentees are:

- Motivated
- Proactive
- Open minded
- Self---directing
- Introspective
- Self---disciplined
- Enthusiastic
- Communicative
- Appreciative
- advice on career paths/options
- to learn how to develop maximum potential
- assistance in forward thinking
- to set career goal and strategies for achieving them
- to expand networks and broaden horizons
- to learn new skills
- a person has been successful to use as a role model
- to raise their profile
- to get the big picture view
- to develop better life perspective -balance work and home
- awareness of promotional opportunities
- help with job applications
- access to a variety of resources

### **Skills of Effective Mentors**

(Clutterbuck, David. (1985) Everyone Needs a Mentor. Institute of Personnel Management, Bugbrooke, UK.)

- M - Manages the relationship
- E - Encourages
- N - Nurtures
- T - Teaches
- O - Offers Mutual Respect
- R – Responds to mentees needs
- M - Manages the relationship

An effective mentor has been described as one who:

- Has high level self-management skills
- Models effective leadership and management skills
- Has excellent interpersonal skills
- Motivates others
- Is a good role model
- Able to provide clear and objective feedback
- Able to promote personal growth
- Has ability to maintain work---life balance
- Acknowledges need to maintain health
- Respects higher goals, values and spiritual needs
- Able to undertake needs assessment



- Able to facilitate learning
- Provides resources
- Accepts differences in values, interests etc.
- Does not seek to impose advice on the basis of the one's own need's

### Introducing yourself

- Your mentee has been instructed to introduce herself to you via email, but you should also feel free to send an introductory email or make an introductory call. Take this time to:
- Tell your mentee a bit more about yourself
- Find out about your mentee. You might ask where she's from, what some of her interests are, and what career she hopes to pursue.
- Discuss how you each prefer to be contacted (phone, email, and Skype are all popular methods of contact) and at what times it's best to reach you. The more information you provide in these initial stages the easier it will be to get connected. Don't be afraid to make the first step if you haven't heard from your mentee – they have varying levels of comfort with contacting someone whom they don't know.

### How Can I Ensure a Successful Relationship?

Three vital signs exist in a successful mentoring relationship: respect, responsiveness and accountability. When these three vital signs are present, you will find that the relationship will be rewarding to both of you. If one or more of the three vital signs is missing or begins to dissipate, then the mentoring relationship will suffer and lose its effectiveness.

- 1) **Respect:** This is the starting and sustaining aspect of the relationship. Learning is greatly enhanced when you and your mentor feel a sense of personal and professional respect for one another. Mutual respect forms the foundation of the successful mentoring relationship.
- 2) **Responsiveness:** This refers to your willingness to learn from your mentor, and the mentor's willingness to respond to your learning needs. Responsiveness is a willing attitude put into action. If it is present, you will find it revealed in the consistent pacing and priority placed upon the mentoring relationship. When your mentoring attitude toward one another is positive, your relationship is more likely to be responsive.
- 3) **Accountability:** This refers to mutually held expectations and agreed upon mentoring activities, including activities to monitor and evaluate your progress toward stated developmental goals. Accountability supports the sense of meaning and purpose in the mentoring process.

### Building rapport

While offering unconditional positive regard may be beyond what can be offered in a mentoring relationship, mentors should, at a minimum, be objective and non-judgmental as far as possible. This does not mean necessarily agreeing on everything, but it is important to be able to relate to each other.

### Listening

Active listening involves choosing to concentrate attention and expend energy on communication. It demonstrates your interest in the speaker and encourages them to communicate with you. Reflective listening involves reflecting back to the speaker. It can mean more than paraphrasing and

repeating the speaker's message. It can allow you to explore and examine incongruence between verbal and non-verbal messages.

## **Questioning**

The purpose of questions is to draw out information and to gain clarity. It is important that your mentee doesn't feel interrogated or that they are being judged. If they feel that they have to justify themselves, they may block communication which could prevent them considering alternatives.

### **10 tips to better questioning:**

- Rephrase question to avoid beginning with a 'why'
- Ask one question at a time
- Wait for the answer
- Ask questions that prompt deep thinking
- Seek to promote insight
- Ask about, and listen for feelings as well as facts
- Respond to non-verbal communication with feedback
- Use non-verbal communication to keep questions from sounding interrogative
- Move from the general to specific
- Challenge assumptions and generalisations

### **Sample questions for a career discussion:**

- What is most important to you in your life and work?
- What career options have you considered?
- Which are the skills you are best at and enjoy using most?
- What are your career goals?
- What potential constraints must you take into account when planning your career?

### **Skills development discussion:**

- What changes are you likely to need to deal with in the near future?
- What results would you like to achieve, that you are not achieving now?
- What new skills do you want to develop?
- What knowledge, information or qualifications do you need to acquire in the near future?

### **Probing - getting the person to talk more:**

- Can you say a little more about...
- Would you expand on that idea...
- Perhaps you'd like to tell me...
- Cushions - softening a confronting question:
- Do you mind if I ask...
- I'm wondering....
- Would you like to tell me...

## **Providing advice**

Be cautious when giving advice. Sometimes advice given prematurely will prevent the real issue being discovered and resolved. Advice that sounds like a recommendation may detract from the

mentee taking responsibility for their own decisions and actions. Remember, what worked for you might not work for them. If you tell your mentee what you think they should do, there is little opportunity for learning to take place – “Give a person a fish and you feed them for a day- teach them how to fish and they feed themselves for a lifetime” Consider who bears the responsibility if you advise a course of action that brings unintended negative consequences. Use anecdotes, examples and metaphors - they are powerful tools to impart wisdom.

## **Problem solving**

Try the following problem solving approach with mentees:

1. Define the problem, distinguishing between facts and assumptions
2. Specify objectives and determine a desired outcome
3. Develop options and alternative actions
4. Evaluate options, considering positive and negative aspects, before and deciding the most appropriate action
5. Take action and implement the decision
6. Evaluate and review outcomes

## **Managing the mentoring relationship**

The mentoring relationship is likely to pass through phases just like other types of relationship. These phases may include the following: Initiation (Initial contact, Time to define the relationship, Rapport building is key element), Development (Focus on goals and tasks, Care needs to be taken to avoid over-dependence, Mentor helps mentee discover options), Maturity (Mentee becomes autonomous, Mentor becomes less influential, Development has peaked), Disengagement (Need for relationship is less evident, Can be sad/happy time as partners realise relationship is coming to an end, Acknowledgement of end is useful as transition may not be easy), Redefinition (Need for the relationship to be redefined)

## **Mentoring meetings**

### **Meeting structure**

A typical mentoring conversation may follow the following structure:

1. Establish rapport
2. Reflective questioning for clarification
5. Summarising
6. Advice
7. Options exploration
8. Action planning

### **Tips for your first meeting**

Set aside at least an hour of uninterrupted time

Use your rapport building skills

Have a getting to know you type of conversation

Discuss the purpose of your mentoring partnership and some principles for its operation

Have a draft agenda to provide structure

At the end of a meeting set a time and date and place for next meeting and a draft agenda for it

Aim to develop a pattern for your meetings

## Goal setting

When people have clear goals, their efforts are more likely to produce the desired results. While goal setting is most likely to centre on the mentees needs, remember to consider your own needs as a mentor - you can expect to gain from the relationship too!

### Goal Setting Model

Help your mentee achieve their goals by using the following model:

**A – Ability:** Is the goal within their ability to achieve? How can the necessary skills, knowledge and personal attributes be acquired?

**C – Clarity:** Help them to become clear about what they really want. Why is it important to them? Getting clear about the gap between what is desired and the current reality is essential so that ways of making a change can be explored.

**H – Help:** What assistance do they need? What resources are required? Where can these be accessed? Who can help?

**I – Implementation Plan:** What steps need to be taken? What is the time frame? How will motivation be maintained? Have milestones been set?

**E – Environment:** Will factors in the personal, work or the general environment support or inhibit the achievement of the goal?

**V – Values:** The goal should be consistent with the mentee's sense of what is important in life. This helps to maintain motivation. Remember that these may not be the same as the organizations values or other people values

**E – Evidence:** How will they know when their goal has been reached? What will they see, hear, feel?

## A mentoring plan

### Steps in developing a mentoring plan:

1. Consider why you and the mentee are entering into a mentoring relationship. Write a statement of purpose describing why this is important.
2. Think about what you want to achieve through mentoring. What will you work to achieve? What outcomes will indicate you have achieved this?
3. Begin to plan how you will proceed. What special challenges might you expect as you work towards your goal? What will help you achieve your goal?
4. What else do you need to consider?
5. Time plan - list milestones, indicators of progress, actions steps and expected completion dates.

## Mentoring Agreements

We ask you to use the provided mentoring agreement to create a formal framework at the start of the relationship to help clarify the purpose and goals of the relationship. You may outline how the relationship will work, what goals are to be achieved and within what timeframe, how the relationship can be ended, frequency of meetings etc. Of course, many relationships exist without such formal documentation, however we recommend that, at the very least, some discussion of these aspects is covered in the initial mentoring meetings.



### Mentoring and ethics

Are ethical guidelines needed for mentoring when this process involves two adults? Should these guidelines rise to the level of standards? That is, should ethical guidelines be mandatory? It is often suggested that standards for mentoring are not required but that better preparation for both mentors and mentees is needed. The general principles can be seen as an aspirational guide to appropriate interactions with others in many situations, including mentoring. They do not, however, dictate what is good and bad mentoring. The following section provides an illustration of the relationship of these ethical principles to the mentoring relationship.

### Ethical principles

Principle A is **Beneficence and Non maleficence**. Persons should try to help others and be careful not to harm them. Although this is good advice, it may be harder to define both help and harm in the mentoring relationship than in more formal psychological relationships. When considering this principle, everyone must also be aware that mentoring is a mutual relationship. Although one member of this relationship is viewed as having information and skills that will assist the other, the relationship is reciprocal: Each can benefit from the other over the course of the relationship. Therefore, it is not just the mentor who must remember this principle but also the mentee. The actual process of addressing this principle will be related to the purpose of the mentoring. For example, if mentoring exists within a research context, there are issues of workload and publication credit. On the other hand, if the mentoring is within an organizational context, issues may be more closely related to confidentiality and navigation of internal political systems.

Principle B, **Fidelity and Responsibility**, leads the mentor to clarify the roles of each party to the relationship. Part of this clarification process is establishing that the mentor will help the mentee and not just use the mentee to further his or her own career. When these roles are established, it is important for both parties to understand that they may evolve over time. A healthy mentor relationship matures and both the roles and responsibilities change to accommodate that maturation process. It is important for both the mentor and mentee to be aware of any changes that have occurred.

Principle C, **Integrity**, follows from the previous principle. Both the mentor and mentee need to do what they have agreed to do when establishing the relationship. If a point of conflict or confusion arises, each person should be willing to resolve that issue.

Principle D, **Justice**, calls psychologists to aspire to fairness, and to ensure that access to psychological services is free from inappropriate bias. By virtue of Principle D, psychologists consider choices they make regarding with whom they will enter a mentoring relationship, and explore their reasons for choosing a particular mentee as opposed to other possible individuals who may desire such a relationship.

Principle E, **Respect for People's Rights and Dignity**, guides both the mentor and mentee to consider personal differences so that any differences do not bias their interactions. This principle also serves as a reminder that in some mentoring relationships there may be a power differential that could impact the process.

### Potential problems in mentor relationships

Although mentoring is generally defined as a relationship that helps the mentee and the mentor, problems in the relationship may hinder the career development of either individual. If the bounds of the relationship are not clearly understood, a mentee may be overly dependent on a mentor, asking for micromanagement instead of career advice and counsel. A mentee may also ask for personal

favours or expect involvement and credit with the mentor's work. Such a relationship would not help the mentee establish his or her own independence and would intensify difficulties in the separation stage. Mentors should not use nor exploit their mentees, nor should they take credit for the mentee's work. They may resist the separation stage and insist on some voice in the mentee's career decisions. Severe interpersonal problems with the relationship may mitigate the value of many mentoring lessons.

Perhaps the most visible interpersonal problem in mentoring occurs when the relationship moves from a professional one to a personal one, often was sexual relationships as a potential problem identified. In addition to problems within the relationship, mentors and mentees may experience problems with performance issues. Mentors may be jealous when their mentees outshine them. In addition, one partner may struggle as a result of errors made by the other. For example, a mentee's reputation may be tarnished if his or her mentor commits a serious breach of ethics. Likewise, a mentor may be viewed negatively if his or her mentee's performance is not meeting expectations. The mentor's judgment in selecting a good mentee may be questioned as well as the quality of the mentor's counsel and advice.

### **Staying connected**

Now that your match has been made it is up to you and the student to manage and maintain this relationship. Those who get the most out of this mentoring experience are those who maintain regular contact throughout the year. By taking just a few minutes a week to write an email or make a phone call, this can become a great relationship. Here are some suggested conversation topics and mentoring activities to help keep your mentoring relationship going:

- Discuss your mentee's interests and goals.
- Tell your mentee about your background (educational and work).
- Talk about the field that your mentee is interested in.
- Talk about your career path and profession: how you got started; role of networking, etc.
- Discuss your mentee's semester, courses, activities, etc.
- Facilitate a job shadowing experience, if possible.
- Send your mentee emails as you have new thoughts and ideas.
- Discuss career trends and opportunities within your field.
- Make a quick phone call to chat about your day.
- Discuss the balance between work and personal life.
- Talk about coping strategies for life's stressors.
- Ask about your mentee's family and friends.
- Read a book together and discuss it.

### **Expectations**

#### **As a mentor, I expect my mentee to:**

- Develop a set of goals
- Provide feedback
- Be willing to accept constructive criticism
- Commit time to the program

- Be comfortable initiating communication
- Follow through
- Be flexible
- Give back
- Help me grow
- Keep high expectations of me
- Set high goals
- Respect my time
- Take risks
- Appreciate opportunity
- Discuss how to communicate
- Be aware of my mentor's work environment
- Have fun

**As a mentor, I will:**

- Make no judgments
- Provide honest feedback
- Be flexible
- Ask other mentors for advice
- Listen
- Commit time to the program
- Encourage
- Guide
- Respect
- Learn
- Share experiences
- Be patient
- Be creative and imaginative
- Support
- Seek answers
- Make recommendations
- Identify opportunities
- Be available
- Share my network
- Have fun

**As a mentee, I expect my mentor to:**

- Be a good listener
- Offer constructive feedback
- Be non-judgmental
- Be patient
- Be trustworthy
- Offer well-considered advice
- Celebrate both our differences and our similarities
- Help me develop my strengths
- Share his/her skills and insights
- Make time for me and be flexible in scheduling
- Introduce me to new experiences
- Be compassionate and passionate
- Introduce me to others who can help me

- Help me with expand my network
- Allow me to fail so I can grow
- Allow me to ask questions
- Be a guide
- Help me to analyse my mistakes
- Help me to develop a plan to grow
- Have fun

**As a mentee, I will:**

- Be open to new experiences
- Explore possibilities
- Learn from others' experiences
- Gain confidence
- Accept feedback and constructive criticism
- Become more informed
- Enhance my network
- Help my mentor grow
- Respect my mentor's time
- Share my mentor/mentee experiences with others, especially outside the program
- Take responsibility for my individual growth
- Set goals and evaluate them regularly
- Develop greater self-awareness
- Commit time to the program
- Develop leadership skills
- Not be afraid to fail
- Think positively
- Have fun

**Mentoring tips****1. Begin with your own experiences**

- Think about what you wish you had known when you were college.
- Share your career path.
- Reflect on the people who mentored you and what you gained from that experience.

**2. Share what you know now**

- Share your failures and triumphs.
- Model leadership skills.
- Provide insight and wisdom.
- Share work ethics and values.

**3. Provide perspective**

- Help your mentee to recognize both her strengths and opportunities for growth.
- Be candid with your feedback; your perspective could be one that your mentee has never experienced.

**4. Enjoy the benefits of being a mentor**

- Take advantage of the two-way exchange of advice and new perspective.
- Gain a sense of fulfilment for passing your wisdom on to others.



**5. Know the limits to mentoring**

- Don't feel you have to know all the answers.
- Expect some failure, but don't let this get in the way. Keep trying and things should get on the right track.
- Not every mentor/mentee relationship is going to be a success but that does not mean the next one won't work out.

**Final word:**

As you move forward in your pursuit of a mentor and acquisition of development goals, keep three thoughts in mind.

- Mentoring is a relationship: The mentoring relationship is based on mutuality—you and your mentor collaborate in your development. Mentoring does not require a high degree of personal connectedness in order to pass on the desired skill, knowledge, attitudes or behavior. However, there does need to be collaborative negotiation and joint accountability about what is to be learned, how the transfer of learning will take place, and how the learning will be monitored and evaluated. In addition, if both parties are able to express respect to respond freely and honestly about strengths, weaknesses, goals and concerns, the learning will be greatly enhanced.
- Mentoring involves sharing: While sharing can take place over a short or a long period of time, equal participation in the mentoring relationship is a must. Effective sharing involves freely giving thoughts, opinions, concepts, ideas, experiences, hunches, techniques and learning to one another.
- Mentoring involves the development of yourself and others: Development in a mentoring relationship means identifying and encouraging growth. In your mentoring relationships you will want to keep your professional and personal development goals at the center of your activities and conversations. Two-way development is encouraged through the sharing of resources and time with each other.

In general, personal reflection about the mentor relationship both before initiating it and throughout its course, by both the mentor and mentee, will contribute to a robust, growth-oriented relationship. Finally, although obvious but often forgotten, both the mentor and mentee are human beings who strive to meet personal needs and goals in a complex world. Everyone has bad days, and forgiveness and patience will aid in overcoming what may appear to be barriers to a successful mentor relationship.

Now that you understand the basics of what it takes to be a mentee and be involved in a mentoring relationship, we wish you all the best as you put this new knowledge into action.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 710363.



## 7.4 Appendix 4 – Questions asked in the mid-term and final survey

### 7.4.1 Mid-term questionnaires to mentees and mentors

*Table 8. Questions asked in the mid-term questionnaires to mentees and mentors. As the first entry to make in each questionnaire was always to create the secret code it was left out here.*

Question	
No.	Text
1	How do you feel about the mentoring program in general?
2	How many meetings (phone, skype, face-to-face) with your mentor/mentee have been held to date?
3	What is your experience regarding the mentoring relationship so far?
4	(to mentees): From your perspective: On which issues do you feel best supported by your mentor so far?  (to mentors): From your perspective: On which issues could you support your mentee best so far?
5	From your perspective: Are there any aspects in which the mentoring relationship could be improved?
6	Do you have questions, suggestions or wishes?

### 7.4.2 Exit questions to mentees

*Table 9. Questions asked in the final survey to mentees. As the first entry to make in each questionnaire was always to create the secret code it was left out here.*

Question	
No.	Text
1	How do you feel about the mentoring program in general? / Did the mentoring program as a whole meet your expectations?
2	How will the mentoring program benefit you?
3	Please list the topics you addressed/discussed in these meetings with your mentor.
4	What is your experience regarding your relationship to the mentor?
5	From your perspective: On which issues do you feel best supported by your mentor?
6	From your perspective: Are there any aspects in which the mentoring relationship could be improved?

Question	
No.	Text
7	How useful did you find the workshops offered at the annual meetings? (1 = Not at all useful, 2 = Not useful, 3 = Neutral, 4 = Useful, 5 = Very useful) <sup>10</sup>
8	How satisfied are you with the overall organization and support within the mentoring program?
9	What did you like about the mentoring program?
	Do you have any suggestions or wishes to improve the mentoring program as a whole in the future?

### 7.4.3 Exit questions to mentors

*Table 10. Questions asked in the final survey to mentors. As the first entry to make in each questionnaire was always to create the secret code it was left out here.*

Question	
No.	Text
1	As the program comes to an end: How do you feel about the mentoring program in general?
2	Do you see any benefits for you from being a mentor in this mentoring program?
3	How many meetings (phone, skype, face-to-face) with your mentee did you have during the course of the mentoring program?
4	What is your summarized experience regarding your relationship to the mentee?
5	From your perspective: On which issues could you support your mentee best during the course of the mentoring program?
6	From your perspective at the end of the mentoring program: Are there any aspects in which the mentoring relationship could be improved?
7	Do you have any suggestions or wishes to improve the mentoring program as a whole in the future?

<sup>10</sup> Here, statistics does not give useful results with so few entries.



## 7.5 Appendix 5 – Documentation and contributions to the project newsletter

The course of the mentoring program is also illustrated by several announcements, entries and contributions in the following project newsletter issues:

- newsletter issue 1, August 2017: p.1

### **BALTIC GENDER Newsletter 2017-1 August**

Dear female scientists in marine research,

The **Baltic Gender** newsletter will provide you with information on upcoming events, women networks and interesting reading about women in (marine) science. Conceptually, the first part takes up current topics from marine science and the project which we consider might be relevant for you. The second part briefly addresses the history of women in (marine) science and picks out a certain era or country. Our newsletter will be published every four months and is also available for download under the following link: [www.baltic-gender.eu](http://www.baltic-gender.eu).

If you have information for next issues, comments on the content, or suggestions – let us know! We hope you will now enjoy reading, and we look forward to your feedback to: [baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de).

Best wishes,  
Joanna & Friederike

#### **Project news**



The **annual meeting of Baltic Gender** was held in the SYKE premises in Helsinki between the 30th of May and 1st of June 2017. On the first day, the consortium members received a training from Yellow Window on setting up, implementing, monitoring and evaluating Gender Equality Plans – based on the **GEAR tool** from ElGE. (Below is a link to a video by the trainer of the course Katrien Van der Heyden): <https://twitter.com/SYKEinfo/status/869521306567544832>

On 1st of July the application deadline for the **Baltic Gender Mentoring scheme** passed. Eight applications from four different partner institutions were received and sent to the evaluating board together with additional information. The scoring cards with the evaluation of potential mentees are expected back by mid of August. Until 1st of October 2017 matching of the selected mentees with mentors will take place, before the first round of the BG mentoring scheme will start. In due course IOW is preparing all necessary documents mentor/mentee contracts, reimbursement forms and some initial instruction how to build the mentee/mentor relationship. The first meeting of the group is envisaged for next year between 16th and 20th April 2018 in Warnemünde. We are looking forward to welcome the mentees and mentors in the scheme.

Check also the **Baltic Gender Website Blog** to read the latest entries (<http://www.oceanblogs.org/balticgender/>).

Coming soon – the **Youth Creative Contest**. It will be launched by Klaipeda University in the beginning of september when school starts again.

The contest is foreseen to urge the youth to develop an understanding of gender issues related to marine research and technologies. Youth are invited to voice their views on women in marine science and technology via creative projects. Countries participating will be Estonia, Finland, Germany, Lithuania and Sweden.

### **CREATIVE YOUTH CONTEST**

**INSIGHT INTO WOMEN IN  
MARINE SCIENCE AND  
TECHNOLOGY**

- newsletter issue 2, November 2017: p.1

Dear readers,

The **Baltic Gender** newsletter will provide you with information on upcoming events, women networks and interesting reading about women in (marine) science. Our newsletter is published every four months and is also available for download under the following link: [www.baltic-gender.eu](http://www.baltic-gender.eu). As the Baltic Gender Mentoring Scheme is running now, we are happy to welcome our new members participating in this programme as mentees and mentors. In this issue we let the mentees voice their expectations.

As the year is drawing to a close, we would like to use this newsletter as an opportunity to thank all our project members for their support during Baltic Gender's first fifteen months. We wish all our readers a peaceful advent season, a Merry Christmas and a Happy New Year: Frohe Weihnachten und ein gesundes neues Jahr! Häid jõule ning õnnelikku uut aastat! Hyvää joulua ja onnellista uutta vuotta! Linkiu linksmy Šv. Kalėdų ir laimingų Naujųjų Metų! Gott jul och ett gott nytt år!

If you have information for next issues, comments on the content, or suggestions – let us know! Enjoy reading, and we look forward to your feedback to: [baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de).

### Project news

On the 1st of October 2017 was the official start for the first round of the **Baltic Gender Mentoring scheme**. Six mentees from four different partner institutions are now supported by seven experienced scientists acting as mentors until end of September 2019. Currently, the participants are actively building their mentee/mentor relationship. We wish all teams a good start and are looking forward to welcome them to the first joint meeting on 16th – 17th April 2018 in Warnemünde.

□ *"I expect guidance on navigating the bumpy road to becoming a successful and leading scientist in submarine volcanology, which includes making the right career decisions, becoming an effective group leader, dealing with the unavoidable involved politics and finding a sensible balance between different responsibilities."*



□ *"One of my expectations of the scheme is the appropriate preparation to withstand competitive situations using my (female) strengths."*



□ *"This mentoring experience might help to develop my personal and professional confidence and skills in research planning, expansion of network, and finding life balance and perspectives."*



□ *"From this mentoring programme I am expecting to get insights how to plan my research career and getting courage to act as an independent scientist."*

□ *"With my mentor's advice I wish to gain an outside perspective of my work and develop my skills as a researcher."*



□ *"I think the Baltic Gender Mentoring Scheme will facilitate great and inspiring support in my development to a good marine scientist."*

- newsletter issue 3, March 2018: p.3



Newsletter 2018-1 March

## Upcoming events

16/17 April 2018, Rostock, Germany: 1st Baltic Gender Mentoring Meeting

25/26 May 2018, Berlin Adlershof, Germany: "I, Scientist" – Conference on gender, career path and networking. Details: [www.iscientist.de/](http://www.iscientist.de/)

29 May – 01 June 2018, Tallinn, Estonia: Baltic Gender Annual Meeting

April 2018: Call for applications for the 2. Baltic Gender Mentoring Scheme (deadline 01 June 2018)

14/15 June 2018, Kiel, Germany: Workshop on „Gender Equality and Gender-Conscious Teaching in Science“, Kiel University of Applied Sciences

14 /15 June 2018, Zurich, Switzerland: Second LERU Gender Conference. Details: [www.gleichstellung.uzh.ch/de/veranstaltungen/leru\\_conference.html](http://www.gleichstellung.uzh.ch/de/veranstaltungen/leru_conference.html)

18/19 June 2018, London, UK: Gender Summit 15 „United in Science and through Science“. Details: <https://gender-summit.com/gs15-eu-2018>

20–22 August 2018, Dublin, Ireland: 10th Conference on Gender Equality in Higher Education. Details: <http://genderequalityconference2018.com/>

11/12 October 2018, Amsterdam, The Netherlands: STEM Gender Equality Congress. Details: <https://stemequality.com/>

## Women networks

### AcademiaNet

- Data base with profiles of excellent female researchers from all disciplines in Germany (since 2010) and Europe (since 2012)
- initiative funded in 2010 by Robert-Bosch Stiftung and Spektrum der Wissenschaft

### epws (European Platform of Women Scientists)

- since 2005
- >100 member networks in 40 countries
- international non-profit organisation
- represents >12,000 female scientists in Europe and beyond to give them a voice in EU research policy

### eswn (Earth Science Women's Network)

### FemConsult Note: Website (currently?) not in English available

- data base of more than 3,000 female scientists with doctoral or post-doctoral qualification from all disciplines and working at universities, non-university research institutions, industry and commerce from the German-speaking countries

### Femdat Note: Website only partially in English

- Swiss data base of highly qualified women (since 2001) with job offers (since 2006)
- today swiss women career portal (log-in required)
- tips & knowledge for job entry, career and switching

### FEMtech-Expertinnendatenbank

- database of female experts
- initiative of the Austrian Ministry for Transport, Innovation and Technology (BMVIT)
- further categories: news, events, knowledge, funding

### FiE (Contact point women into EU Research) Website in German with partial information in English

- initiated 2001 by the German Federal Ministry of Education and Research (BMBF)
- to provide women in Germany with information and service relating to the EU's research framework programmes (currently: Horizon 2020); only advisory services – no funding
- offers for female scientists: (i) seminars, workshops & lectures on EU research funding and participation chances, (ii) first information about funding opportunities, (iii) consulting during application, (iv) information about being a consultant to the EU)

### GEPRIS Note: project information available mainly in German language

- online database made available by the DFG
- provides information on current DFG-funded research projects



- newsletter issue 4, June 2018: pp.1–2

Dear readers,

The **Baltic Gender** newsletter will provide you with information on upcoming events, women networks and interesting reading about females in (marine) science. Our newsletter is published every four months and is also available for download under the following link: [www.baltic-gender.eu](http://www.baltic-gender.eu).

In this issue we report on recent and upcoming project activities and outcomes. Because 2018 is the 100th anniversary of the birth of Elisabeth Mann Borgese (1918-2002), we present a portrait of this outstanding woman. If you have information for next issues, comments on the content, or suggestions – let us know! Enjoy reading, and we look forward to your feedback to: [baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de).

### Project news

**Application deadline for the second round of the Baltic Gender Mentoring Scheme has been extended until 30 June 2018.** For details have a look at the flyer on the Baltic Gender webpage at: [https://www.baltic-gender.eu/documents/1199638/1199678/flyer\\_mentoring\\_II\\_Final\\_ext3.pdf/9e018bfb-8c43-49d4-b071-2a4b293fab5](https://www.baltic-gender.eu/documents/1199638/1199678/flyer_mentoring_II_Final_ext3.pdf/9e018bfb-8c43-49d4-b071-2a4b293fab5)

#### 30-31 May 2018, Annual meeting, Tallinn

The third annual meeting of Baltic Gender was held in Tallinn, Estonia, on the 30th and 31st of May. The focus of the meeting was on the implementation of Gender Equality Plans in the eight scientific institutions, which are partners of the project. Sex-segregated data on qualitative and quantitative indicators, which show the status-quo of gender issues in the institutions, were presented. The results



Photo: B. Kisakürek-Ibsen/GEOMAR

of the indicator data, together with a wealth of information derived from other tasks of the Baltic Gender project, will lead to recommendations for new or improved targets, actions and measures for the Gender Equality Plan of each partner institution. □

**Workshop on “Methods and test cases to include gender aspects in marine research” 29 May 2018, Tallinn:** Baltic Gender aims to remove discriminative barriers in marine research, but also to develop means that can support integration of gender in research and innovation contents. In late May, a one-day workshop was arranged to generate discussion about a draft “method protocol” and its testing in specific research projects. The workshop brought together members of the project consortium and its advisory group. In the development of the method protocol, the so-called test cases play a central role. These on-going or past research and innovation projects operate as a testing ground for gender integration. How could sensitization to gender and gendered concerns be fostered in the projects? In the workshop, eight test cases from seven partner organizations were presented. Together they create a diverse mix that echoes the diversity in marine scholarship in the partner institutions. □

**First Baltic Gender Mentoring Meeting held in April:** The Baltic Gender Mentoring Program was formed with the intention to promote young female scientists in marine research by providing them with supportive information and a financial budget for individual advancement. For two days in mid-April this year, the Leibniz Institute for Baltic Sea Research Warnemuende (IOW) invited all mentees and mentors in the first round of the mentoring program to join the 1st Baltic Gender Mentoring Meeting. This meeting was the first opportunity for all mentees to come together for exchange and reflections. All participants could add their views, experiences and questions to the discussions during the workshop on gender and diversity aspects in marine science and a workshop on guidance for career development in science. Come-together activities, guided visits to the IOW exhibitions and a walking tour through Warnemuende offered additional opportunities to exchange opinions and

experiences and to continue discussions. Below are some opinions from participants about the mentorship program and the meeting:

- *"I have got an idea that situation of the gender differs among scientific institutions in different European countries but the main difficulties for women, who balance between family and scientific career and/or indirectly compete with men, are the same. At my point of view, general understanding of this issue is very missing in all levels of researchers from students to heads of scientific institutions and at the same time it troubles improvement of working conditions and satisfaction of work for both genders, and also family planning and well-being in researchers' families."*
- *"My experience with Baltic Gender has been very positive. I had a few meetings with my mentor and he gave me great advice regarding career choices and also volunteered to provide input for an application I wrote recently. The exchange with*



photo: K. Beck /IOW

*the organisers, the other mentees and the speakers at the meeting in Warnemünde was very interesting. I particularly enjoyed the seminar by Katrien van der Heyden on "gender in research". It gave me new perspectives and insights e.g. regarding unconscious gender bias, societal imprinting and the inclusion of gender in research proposals. It also sharpened my view on gender issues, which is crucial if we want to resolve them."* □

**A report on "National Legislation on Gender Equality" is now available on the Baltic Gender Home-page:** <https://www.baltic-gender.eu/outcomes>. This summary report gives a systematic overview of the different conditions of the legal and policy frameworks in the partner countries (Finland, Sweden, Estonia, Lithuania and Germany) with a focus on the implementation of Gender Equality Plans in Higher Education.

**Workshop series on Gender & Diversity for leading staff of Baltic Gender partners started:**

On 03 April 2018, a series of workshops on Gender & Diversity aiming specifically at the top management of partner institutions started with a first workshop on "How to understand and promote gender equality in the organization" held in Tallinn. The course, led by Ülle-Marika Papp and Riina Kütt, was attended by the high and middle management as well as the leaders at UT-EMI. □

Check also the **Baltic Gender Blog** to read the latest entries: (<http://www.oceanblogs.org/balticgender/>). □

## Other news

**On 7 June 2018, the European Commission announced its proposal for Horizon Europe.** <https://ec.europa.eu/info/node/71880/>

On 17/18 May 2018, the EU Horizon 2020 project ACT (Communities of Practice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe), has been launched. Press release: [http://research.uoc.edu/portal/en/ri/difusio-publicacions/noticies/noticies-OSRT/2018/noticia\\_actgentic.html](http://research.uoc.edu/portal/en/ri/difusio-publicacions/noticies/noticies-OSRT/2018/noticia_actgentic.html)

Deutsche Forschungsgemeinschaft (DFG, German Research Foundation): **Antje Boetius Wins 2018 Communicator Award.** DFG Press Release No. 14, 20 April 2018, [http://www.dfg.de/en/service/press/press\\_releases/2018/press\\_release\\_no\\_14/index.html](http://www.dfg.de/en/service/press/press_releases/2018/press_release_no_14/index.html)

## Upcoming events

**13 June 2018, Amsterdam, The Netherlands: Engaging Boys and Young Men in the Age of #MeToo Conference.** Details: <https://www.emancipator.nl/en/event/conference-engaging-boys-and-young-men-in-the-age-of-metoo-2/>



- newsletter issue 5, September 2018: p.1

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We report on recent and upcoming project activities and outcomes. This issue informs you about the new round of the Baltic Gender Mentoring Scheme, gives insight into what is meant by the term "Gendered Innovations" by reporting on the workshop held by Londa Schiebinger and goes back into history for a short portrait of Maria Sibylla Merian.

If you have information for next issues, comments on the content, or suggestions – let us know! Enjoy reading, and we look forward to your feedback to: [baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de).

### Project news

#### Workshop on "Gendered Innovations in Science and Engineering", 4 September 2018, Kiel

How does sex and gender apply to research, especially to marine science and technology? During the workshop, which was led by Prof. Londa Schiebinger from Stanford University and Director of "Gendered Innovations in Science, Medicine, Engineering, and Environment Project" 16 participants from Geomar, University of Kiel, Kiel University of Applied Sciences and the Leibniz Institute for Baltic Sea Research Warnemünde discussed lively about the relevance of sex and gender in their own research questions. Prof. Londa Schiebinger introduced several case studies on how gender analysis can profoundly enhance human knowledge in these areas and the participants discussed how gender analysis could be applicable to shape their research questions. □



Photo: Kiel UAS/M. K. van Elsacker

#### Second Baltic Gender Mentoring Programme started in August

The international Baltic Gender Mentoring Scheme supports female marine scientists and engineers. Eligible for the 2018 call have been 3rd year PhD students, (early to mid-career) female marine scientists holding a doctoral degree and female engineers from the Baltic Gender partner institutions and collaboration partners. Following the evaluation of the 22 applications by the selection committee, ten scientists from marine science institutions in Germany, Estonia, Finland and Latvia began the two-year Mentoring programme in mid-August. Now, the mentees are contacting their mentors to start communication about individual goals and focuses of the mentoring relationship. The next meeting will be held in April 2019 at the Leibniz Institute for Baltic Sea Research Warnemünde and facilitate cross-group exchange. □

#### Workshop on "Gender Equality and Gender-Conscious Teaching in Science"

The 2-days workshop on 14-15 June 2018 at the Kiel University of Applied Sciences focused on gender & diversity aspects in academic teaching, provided methods and tools for gender- and diversity-sensitive lecturing and, moreover, gave space for lively discussions. The training was led by Pia Garske, a political scientist from the University of Göttingen. The participants gained insights and new perspectives on the various effects of gender and diversity on performance



Photo: Kiel UAS/M. K. van Elsacker

- newsletter issue 6, December 2018: pp.2–3



Newsletter 2018-4 December

### Second Baltic Gender Mentoring Scheme running in the fourth month now

In mid-August this year the second round of the international Baltic Gender Mentoring scheme started. Now, after the first months, the first mentor-mentee meetings took place. We wish all teams a good cooperation and are looking forward to welcome our new members to the joint meeting on 8–9 April 2019 in Warnemünde. Here the ten participants voice their expectations (photos & statements in random order). □

*"From the Baltic Gender Mentoring Scheme, I expect advice in career planning by open and trustful discussions with my mentor, considering my scientific achievements but also my personal situation with a young family."*



*"My expectation of the scheme is to enhance my academic-related skills that will benefit my future career development in the field of marine science in my home country as well as future employment opportunities abroad."*



*"I'm looking forward to collaboration with my mentor both professionally and unprofessionally as we both tackle the challenges of combining family life and demanding, yet very interesting work in marine ecology."*



*"I hope to get help in career planning and learn ways to improve the visibility of women in science."*



*"I would like to develop and expand my scientific and methodological skills and I'm expecting to figure out my future working perspectives."*



*"I hope that my mentor supports me in formulating my goals, strategies of defending them in front of my colleagues, and how to assert myself and my research."*



*"I am thrilled with the opportunity to meet new people, exchange experiences and discuss ideas openly. I expect that the programme will give me confidence to find my own way to pursue a successful research career."*



*"Apart from the mentoring relationship, I'm excited about meeting all participants to extend my current network specifically in the area of Baltic Sea research. Let's do science together on our doorstep ecosystem!"*

*"From this Baltic Gender Mentoring Scheme I expect to receive an outside perspective on my research and guidance for my next career steps."*



*"From this mentoring program, I am expecting new contacts, guidance and opportunity to attend several interesting and useful events and conferences, that will help me to develop further."*





**A voice from the first round of the Baltic Gender Mentoring Scheme:****Cornelia Jaspers, Mentee in the Baltic Gender program since autumn 2017**

"The Baltic Gender mentoring program not only offers unique initiatives, workshops and international networking opportunities, but also highlights the importance of science communication, hence the arts of spreading the word of novel research results to the broader public. This sounds like a large and frightening task, but in fact, it is fun and rewarding. I was pushed into this world by chance – or maybe due to my research Guinea pig, namely jellyfish and other gelatinous zooplankton organisms, but I can only support young researchers to try this adventure. Featured with printed interviews for National Geographic, Welt am Sonntag and Spektrum der Wissenschaft, writing popular science articles for national and international newspapers such as Welt and Weekendavisen.dk and being invited as studio guest for the television science series "Planet Wissen" along with a 1 hour ARTE documentary about jellyfish, this is only one side of the coin, as it takes time and energy to do this job. But it is a very rewarding task as it helps to break down complex scientific problems into simple words. So I hope that I have encouraged some young researchers to take part in science communication and to engage with the larger public!

Looking back at 1.5 years of Baltic Gender Mentoring, the program gave me independence through training and financial support. The close relationship to my mentor at Yale University and the visit last summer was a highlight during my research career so far, thanks to Baltic Gender to be so supportive along the way." □

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**News from Baltic Gender partners & Other news**

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**International Conference "The Baltic Sea Region - A Science Powerhouse"**

On 26th November the conference "The Baltic Sea Region - A Science Powerhouse" took place in Brussels. It rose the question on how to align existing and upcoming innovation policy and R&D activities by operating in transnational structures to respond to the challenges at large. The transnational cooperation in research and innovations in the Baltic Sea Region can serve as a role model. The EU-Project Baltic Gender was represented during a poster session.

**General Survey on Women Scientists 2018 by European Platform of Women Scientists EPWS**

The European Platform of Women Scientists EPWS invites you to respond to this survey, launched at the EU level. It will take you about 10 minutes and the key findings will be made available through open access on the EPWS website. For details see: <https://epws.org/general-survey-on-women-scientists-2018/>

**First EPWS Memorandum on Horizon Europe**

On 5 Nov, 2018, EPWS announced the publication of the Platform's First Memorandum on the European Commission's Proposal for the next EU Research & Innovation Programme (2021-2027) Horizon Europe. It is the vision of the European Platform of Women Scientists EPWS that the new Framework Programme should have a clear and strict directive promoting equal opportunities in research and innovation, as is currently postulated in Horizon 2020. Download of the memorandum: <https://epws.org/first-epws-memorandum-on-horizon-europe/>

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**Upcoming events**

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**Workshops on Gender in Research 14–16 January 2019 in Warnemünde, Germany**

Unconscious bias concerns everyone. That's why a workshop series on aspects of gender equality and diversity in research was set up at the Leibniz Institute for Baltic Sea Research Warnemünde to sensitize scientific and administrative staff members including top-management, leaders and young scientists. The training was made possible due to financial support of BG. A special workshop for PhD students and PostDocs is embedded in the IOW "Skills Week" 2019 to which all IOW Bachelor and master students as well as PhD candidates and PostDocs are invited. □

- newsletter issue 7, March 2019: pp.1–3

Dear readers,

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We report on recent and upcoming project activities and outcomes. In this issue, together with our Estonian and Lithuanian partners we are pleased about their success to have the first Gender Equality Plans introduced at the University of Tartu and at Klaipėda University. Furthermore, we congratulate Baltic Gender mentee Cornelia Jaspers on having received funding to start her own research group. Looking back on the history of science you can read about the American geologist and oceanographic cartographer Marie Tharp, who, together with Bruce Heezen, created the first scientific map of the Atlantic Ocean floor. Beyond science, the social, economic, cultural and political achievements of women are celebrated annually on March 8th, International Women's Day since 1921. The first International Women's Day was initiated 1911 by Social-Democrat politician Clara Zetkin. Now for the first time, International Women's Day is a public holiday in Berlin. Thus, Berlin is the first and only German federal state which has declared 8 March to be a legal holiday. The day also calls for action for accelerating gender parity.

If you have information for next issues, comments on the content, or suggestions – let us know! Enjoy reading, and we look forward to your feedback to: [baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de).

### Project news

#### Workshop on "Gender Equality and Gender-Conscious Teaching in Science"

28/02 -01/03 2019, Kiel University of Applied Sciences

The 2-days workshop focused on gender & diversity aspects in academic teaching, provided methods and tools for gender- and diversity-sensitive lecturing and, moreover, gave space for lively discussions. The training was led by Pia Garske, a political scientist from the University of Göttingen, who is well-known for her work also beyond Germany. The participants gained insights and new perspectives on the various effects of gender and diversity on performance and interpersonal behavior of students and staff in higher education institutions and also about different aspects of discrimination. The 11 participants from the partner institutions in Estonia, Lithuania, Sweden and Germany were an interdisciplinary mixed group. In the evening the workshop participants visited the Media Dome and the cultural centre Bunker-D located at the campus of Kiel University of Applied Sciences. □



photo: Kiel UAS / M. K. van Elsacker

#### Baltic Gender as a stepping stone for scientific career development.

Mentee Cornelia Jaspers is awarded a **Villum Young Investigator Programme** grant of 10 Mio DKK to establish a research team at the National Institute of Aquatic Resources, Technical University of Denmark in Copenhagen. Her project "Gelatinous zooplankton: Overlooked player in marine food webs, favoured under global change?" will address a largely ignored component of marine ecosystems,





Image courtesy: The Velux Foundations (Villum Fonden and Velux Fonden)

namely jellyfish and other soft bodied plankton organisms and investigate their response and adaptation potential to global change. Cornelia (sixth from left in picture) is among the successful top 10% of applicants ranging from astrophysics, mathematics, material engineering, biochemistry and genetics to earth system sciences, which were supported from the Velux Foundations. **Congratulations!**

Link: <https://veluxfoundations.dk/en/content/21-villum-young-investigators-receive-funding-start-research-groups> □

#### **First Gender Equality Plans introduced at the University of Tartu and at Klaipėda University**

In November 2018, the Council of Estonian Marine Institute approved institute's Gender Equality Plan. The Gender Equality Plan was developed based on the collective experience of the Baltic Gender partners and the situation analysis at the Estonian Marine Institute carried out in the frame of the project. It is the first Gender Equality Plan in University of Tartu and most probably the first in Estonian science and higher education system in general. In the same month, the Councils of the Marine Research Institute and the Faculty of Marine Technology and Natural Sciences of Klaipėda University approved the "Gender Equality Action Plan for the period 2018-2023". □

Check also the **Baltic Gender Blog** to read the latest entries: (<http://www.oceanblogs.org/balticgender/>). □

### **News from Baltic Gender partners and Other news**

#### **Physics in Baltic Sea Research – Girls' Day 2019 at the Leibniz Institute for Baltic Sea Research Warnemünde**

Wanted: girls 10-14 years who love the Baltic Sea and are interested in marine research. As in the last years, the Institute offers insights into this extremely multifaceted and exciting working area. On March 28, the young visitors will be guided by young scientists and technicians who will introduce them to their professional background and working areas. Together with the tutors the participants will conduct experiments and explore the Institute's exhibition. This year the Physics Department welcomes the young guests. □

#### **Exchange between three generations of marine researchers at the Leibniz Institute for Baltic Sea Research Warnemünde**

On March 12, 2019, on the occasion of the 90th birthday of our founding director Gotthilf Hempel on March 8, the Leibniz Institute for Baltic Sea Research invited all staff members to a discussion. The focus was on the topic: "What requirements does the future place on the training of marine researchers?" The great mentor of the German marine research was also honoured in two further events in Bremen. Karin Lochte, former director of the Alfred Wegener Institute and present head of the German Alliance for Marine Research (currently being set up) has proposed the topic and also moderated the discussion. For the young generation, the Postdoc and Baltic Gender mentee Ines Bartl was among the panelists. □



photo: IOW/K. Beck

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## Upcoming events

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### **Fourth Baltic Gender Annual Meeting, 14th – 15th May 2019 at Klaipėda University, Lithuania**

This year, the partners from Klaipėda University will host the annual project meeting which will take place in **Fourth Baltic Gender Annual Meeting, 14th – 15th May 2019 at Klaipėda University, Lithuania**. This year, the partners from Klaipėda University will host the annual project meeting which will take place in the new building of the Marine Research Institute. The two days will be used for exchange of interim experiences, discussion of the results achieved so far and coordination of future actions. □

### **8th to 10th April 2019, 2. Annual Baltic Gender Mentee Meeting, Rostock**

This year's meeting invites all mentees in the first and second program round to come together at the Leibniz Institute for Baltic Sea Research Warnemünde. On each of the three meeting days, one thematic workshop is offered. Topics range from an introduction into gender & diversity in research (first day) over communication & leadership (second day) to conflict management (last day). Besides this core program, all participants are invited to join the broad spectrum of supporting activities to exchange views and continue the day's talks in a relaxed and informal atmosphere. □

19-23 Aug 2019, Stockholm, Sweden: **Baltic Sea Science Congress**. Details: [here](#)

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## Women networks

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### AcademiaNet

- Data base with profiles of excellent female researchers from all disciplines in Germany (since 2010) and Europe (since 2012)
- initiative funded in 2010 by Robert-Bosch Stiftung and Spektrum der Wissenschaft

### epws (European Platform of Women Scientists)

- since 2005
- >100 member networks in 40 countries
- international non-profit organisation
- represents >12,000 female scientists in Europe and beyond to give them a voice in EU research policy

### eswn (Earth Science Women's Network)

### FemConsult **Note: Website (currently?) not in English available**

- data base of more than 3,000 female scientists with doctoral or post-doctoral qualification from all disciplines and working at universities, non-university research institutions, industry and commerce from the German-speaking countries

### Femdat **Note: Website only partially in English**

- Swiss data base of highly qualified women (since 2001) with job offers (since 2006)
- swiss women career portal (log-in required)
- tips & knowledge for job entry, career and switching

### FEMtech-Expertinnendatenbank

- database of female experts
- initiative of the Austrian Ministry for Transport, Innovation and Technology (BMVIT)
- further categories: news, events, knowledge, funding

### FiF (Contact point women into EU Research) **Website in German with partial information in English**

- initiated 2001 by the German Federal Ministry of Education and Research (BMBF)
- to provide women in Germany with information and service relating to the EU's research framework programmes (currently: Horizon 2020); only advisory services – no funding
- offers for female scientists: (i) seminars, workshops & lectures on EU research funding and participation chances, (ii) first information about funding opportunities, (iii) consulting during application, (iv) information about being a consultant to the EU)

### GEPRIS **Note: project information available mainly in German language**

- online database made available by the DFG



- newsletter issue 8, June 2019: pp.1–2

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We report on recent and upcoming project activities and outcomes. This issue particularly informs about the past annual meetings and on how partners engage in internal and external events. Also, by taking a look on the winner of the Crafoord Prize in Biosciences 2019 you can read about the discovery of the most abundant photosynthesizing cyanobacterium in the world.

If you have information for next issues, comments on the content, or suggestions – let us know! Enjoy reading, and we look forward to your feedback to: [baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de).

## Project news

### Fourth Baltic Gender Annual Meeting, 14–15 May 2019 at Klaipėda University, Lithuania

This year, the partners from Klaipėda University hosted the 4th annual project meeting which took place on 14th – 15th of May, 2019 at Klaipėda University, Lithuania. The two days were used to exchange of interim experiences, discussion of the results achieved so far and coordination of the future actions. Parallely to the meeting sessions, members of the project advisory board have been invited to discuss and provide recommendations for the next year. The meeting took place in the new building of the [Marine Research Institute](http://www.marine-research-institute.eu), which operates four different scientific laboratories and the fleet of Klaipėda University. □



### Second Annual Baltic Gender Mentee Meeting 2019 held in Warnemünde 8–10 April 2019

In early spring, the Baltic Gender mentees met again in beautiful Warnemünde. Complemented by a supporting program, this annual meeting was second meeting for the first-round mentees and first meeting for the second-round mentees. All three days were filled with several trainings, interactive tasks and discussions. An introduction on gender and diversity (including equal opportunities in research institutions and gender in the research content) was presented by Katrien Van der Heyden, who has long experience in that field. On the second day, the focus of the workshop given by Eva Reichmann was on "Leadership and Communication". On the third day, the first-round mentees had the opportunity to participate in a workshop on "Conflict management in academia", conducted by Jacqueline von Saldern. Along these days, first and second-round mentees had the opportunity to work together with different tasks and share their knowledge and experiences in the field of being female marine scientist. – Here are some impressions from participants:

*"We personally think that the 2019 Baltic Gender Mentee Meeting was well-organized and planned. All the courses and tasks were very interesting and useful. Additionally, it was very instructive and interesting to meet other mentees, who are participating in the Baltic Gender Mentoring Scheme. Many new thoughts and ideas were taken home from that meeting." (Liina and Anneliis, Estonian Marine Institute, University of Tartu)*

*"By the time I applied for the Baltic Gender Mentoring Scheme, I could not imagine the impact it would have in my perspectives on how our society is structured. It has not been even one year since the program has started for me but I got impacted already by the first meeting. During the annual meeting 2019 we had lectures about "Gender and diversity" concepts and "Leadership and communication". I found interesting to see how all these concepts affect our daily lives. Many behaviors are embedded*

*in our culture; we inherit them as our own DNA and continue to reproduce them without reflecting on our actions. Although we were educated to be researchers and think beyond, there is much to do for reaching gender equality. It is needed to raise awareness and generate debates in the scientific community in this regard. Sometimes we do not want to face reality because nobody wants to be the victim or the villain. The truth is that as long as we do not talk about it with women and men, the problem will remain. Our society deserves clear and transparent discussions about ongoing inequalities to achieve a conscious state that will make the world a fair place, or at least will move us closer to it." (Maysa, GEOMAR, Germany) □*



Photo: IOW/K. Beck

**Workshop series on "Raising awareness on gender and diversity issues in research institutions" at Klaipėda University, Lithuania.**

On 29-30 of April, 2019 Katrien Van der Heyden from Nesma Consulting bvba, Mortsels, Belgium held a workshop series focused on gender issues in research institution for the top, middle management and researchers, as well as on integration of gender aspects into research content for researchers and students. □

**Workshop on "Gender dynamics in academic recruitment and selection" at Lund University, Sweden**

On April 10 Mathias W. Nielsen, assistant professor at Aarhus University in Denmark, held a workshop focused on gender perspectives in recruitment for the high management (faculty leaders as deans) and members of the faculties' appointment committees at Lund University. The workshop was arranged as part of the project Baltic Gender and constituted the main part of an annually re-occurring meeting that Lund University's vice chancellor Torbjörn von Schantz invites high-level management staff and appointment committees to. □

Check also the **Baltic Gender Blog** to read the latest entries:  
(<http://www.oceanblogs.org/balticgender/>). □

## **News from Baltic Gender partners & Other news**

**New Equal Opportunities Team at GEOMAR Helmholtz Centre for Ocean Research Kiel**

Dr. Ulrike Schroller-Lomnitz and Kristin Hamann have been elected as the new Equal Opportunities Commissioner and Deputy Equal Opportunities Commissioner at GEOMAR Helmholtz centre for Ocean Research Kiel. Ms Schroller-Lomnitz and Ms Hamann took up their posts on 01.06.2019. We wish our two colleagues much success and joy with their new tasks!

**Conference "Responding to Evolving Challenges: Best Practices for Women Leadership in Academia"**

The 6th EWORA (European Women Rectors Association) Conference took place in Malmö University, Sweden on 13-14 May 2019. It was attended by 80 persons, EWORA members and speakers. During the Conference the EWORA Honorary Award was offered to the Spanish Prime Minister Mr. Pedro Sanchez, represented by his ministry of Higher Education: the Spanish government has the highest women percentage among the ministers in Europe. Details: <https://www.ewora.org/6th-ewora-conference>

**Baltic Gender on the 18th STS Conference: Critical Issues on Science, Technology and Society Studies**

The 18th STS Conference took place from 7–8 May 2019 in Graz. The STS Conference is the joint Annual Conference of the Science Technology and Society Unit of the Institute of Interactive Systems and Data Science of the Technical University of Graz, the Inter-University Research Centre for Technology, Work and Culture (IFZ) and the Institute for Advanced Studies of Science, Technology and Society (IAS-STs).



- newsletter issue 9, September 2019: p.2



Newsletter 2019-3 September

The above quotes projected to the wall welcomed around hundred participants to the special session "Gender Bias and Equal Opportunity in Scientific Research" in the SETAC Europe 29th Annual Meeting, held on 26-30 May 2019 in Helsinki. SETAC stands for the Society of Environmental Toxicology and Chemistry. The society engages also marine scientists.

In the special session, Helena Valve from the Finnish Environment Institute was given an opportunity to present the Baltic Gender project and particularly the work focusing on best practices on structural change. The presentation was followed by intriguing talks by Jen Lynch (SETAC, USA) on gender bias in publishing and Miriam Diamond (University of Toronto, Canada) on "Old and New Faces of Gender and Diversity Bias in Science".

And here are some impressions and opinions from Baltic Gender Mentees:

*I have to admit that the most impressive and lasting presentation I have joined was not a scientific talk at the SETAC conference. Right after the lunch break I went to a comparatively small conference room which was filled by ten people, not unusual for the variety of sessions in parallel but I was a little early and so time after time, the room filled up. Thus, my first impression that this topic is not of greatest concern in the scientific community was wrong. Even five, ten and fifteen minutes after the session have started, people were pouring into the room and since seats were no longer available they stood in the back and at the entrances. After an overview given by Helena Valve also introducing the Baltic Gender Program, two women I have never heard of before, give some insights in reference to gender bias during the publication processes and a historical breakdown of Gender and Diversity Bias in Science. Already during these presentations, where personal experiences were proofed by (statistical) numbers the atmosphere in the conference room was oppressive, despite all the people. And also the conversation afterwards went quite emotional. What impressed me the most was the number of men who joint this session, yet small but more than I thought. And they weren't just sitting and listen, they participate in the conversation with very thoughtful arguments which is the best sign I think for the future - to cope with this topic together.*

*(Karoline Hammer, IOW, Germany)*

*The SETAC in Helsinki was very well organized. Even though I could only participate for one day, I listened to many interesting presentations and had good discussions at the poster session. I had the impression that it is a very open minded conference with critical and constructive scientific discussions. I can recommend it to anyone who is interested in ecotoxicology and e.g. contaminants of emerging concern.*

*(Kathrin Fisch, IOW, Germany) □*

Check also the **Baltic Gender Blog** to read the latest entries:

(<http://www.oceanblogs.org/balticgender/>). □

## News from Baltic Gender partners & Other news

### MARCONS survey on gender balance

The COST action MARCONS (Advancing Marine Conservation in the European and contiguous seas) initiated a survey on the role of women and gender balance in the marine sciences. The survey, which takes 5-10 minutes to complete, targets PhD holders, men & women in Marine sciences. In case you are interested to join, the link is: <https://forms.gle/vGAeWKwmuLgd3QRj7>

### Three German Baltic Gender partners are founding members of the German Alliance for Marine Sciences

On July, 18th leading German Marine Sciences institutions signed the founding agreement of the German Alliance for Marine Sciences ("Deutsche Allianz für Meeresforschung", DAM). Geomar, IOW and CAU are founding members of the DAM, which is one of the biggest Marine Sciences alliances



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### First round of the Baltic Gender Mentoring Programme finished

After a period of two years, the first Baltic Gender Mentoring Scheme ended on 30 September 2019. Although the official mentorship is finished now, many of the established mentee-mentor co-operations and contacts are likely to be continued beyond the framework of the project. Here, the participating mentees present their résumés:



*Amongst the many positive aspects of the BG mentoring programme, I benefited the most from the trusting and productive relationship I was able to build with my mentor, who was and still is a source of great advice and guidance in all areas of academia. (Karen Strehlow, GEOMAR Helmholtz Centre for Ocean Research Kiel, Germany)*



*With the help of my mentor I learned to find my individual way of dealing with a male-dominated work environment. She taught me to find the right balance between insisting and easy-going to pursue my goals. (Karoline Hammer, Leibniz Institute for Baltic Sea Research Warnemünde, Germany)*

*The mentoring programme opened my eyes why it is so important to share the knowledge, trust and empathy within scientific community. Within the program and with mentor's support, I was able to perform my dream-study which encourages me to move deeper to science and feel confident about my present and future research. (Rasa Morkune, Klaipėda University, Lithuania)*



*The combination between personal mentoring with a mentor of our own choice, the opportunity to participate in a suit of different seminars and workshops, as well as the interaction with young scientists from diverse cultural and scientific backgrounds was a real asset during my post doc time in Germany. Additionally, the very good structure and organization of the program provided an excellent personal backup, from a financial as well as a coaching perspective. Now I managed to secure substantial funding and have just started a permanent science position in Copenhagen. I would like to thank the entire Baltic Gender team for their effort to make this program happen and I instantly hope that future generations will be able to profit from it as well. (Cornelia Jaspers, National Institute of Aquatic Resources, Technical University of Denmark (DTU Aqua), Denmark)*



*Through the Baltic Gender Mentoring Programme and my great mentor Joanna Norkko I gained more passion for being a female marine scientist with confidence and strength to create my individual and independent life in science. (Ines Bartl, Leibniz Institute for Baltic Sea Research Warnemünde, Germany)*



### **Assertiveness and Self-Defense Training for women at Kiel University**

Seventeen women from GEOMAR, CAU and Kiel UAS took part at the self-defense and assertiveness training on 25th October 2019. The workshop was conducted by a trainer from WING Concepts academy. The participants learned useful tools for prevention, assertiveness and self-defense with exercises to train mental and physical strengths. All participants gave a great feed-back to the instructor and the whole workshop. □



Photo: Kiel UAS / M. v. Elsacker

### **Mentoring Program of Baltic Gender ventures out**

The mentoring programs „Baltic Gender“ (Horizon 2020) has been presented together with two other mentoring programs via:mento\_ocean and via:mento at the international conference “Inequality vs inclusiveness in changing academic governance: policies, resistances, opportunities (Napels, 16-17 September 2019)”. Marta Chiarinotti held the presentation “Mentoring programs as instruments for cultural change”. More about the conference: <http://www.eument-net.eu/eument-net-conference-2019/> □

### **Baltic Gender in the campus magazine VIEL at Kiel University of Applied Sciences**

This year, Kiel University of Applied Sciences is celebrating its 50 years anniversary. Therefore, the current issue of the campus magazine VIEL deals with the current situation and gives an outlook into the future. Here, Baltic Gender is presented giving an overview about the projects visions and solutions (p.66-69, in German only): [https://www.fh-kiel.de/fileadmin/data/marketing/viel/viel-online/viel\\_19\\_epaper.pdf](https://www.fh-kiel.de/fileadmin/data/marketing/viel/viel-online/viel_19_epaper.pdf) □

Check also the **Baltic Gender Blog** to read the latest entries:

(<http://www.oceanblogs.org/balticgender/>). □

## **News from Baltic Gender partners & Other news**

### **EIGE conference for dialogue with new European Parliament and Commission**

On 19th November, EIGE hosted the "Power Up for more Gender Equality and Gender Mainstreaming Conference" in Brussels. Together with Member States, the European Commission, European Parliament, civil society, social partners and academia, EIGE discussed how the EU can fulfil its legal and political commitments to gender equality. More details: <https://eige.europa.eu/gender-mainstreaming/power-up-conference-2019>

### **Helsinki Call for Action**

As an outcome from the conference "Research and Innovation Excellence through gender equality: New pathways and challenges" held in October in Helsinki, the Helsinki Call for Action was published. Available at: <https://www.lyyti.fi/p/NEUPATHWAYS/en/outcomes>

### **German-Chinese expedition with R/V "SONNE" explored South China Sea**

This summer, 20 female scientists from China and Germany studied the environment in the South China Sea. The joint cruise was a great opportunity to talk about the situation of women in science. Online available at: <https://www.br.de/mediathek/video/mit-dem-forschungsschiff-sonne-nach-china-wie-wissenschaftlerinnen-das-meer-erforschen-und-gleichzeitig-um-erkennung-kaempfen-av:5dc048bfb85f3c00192a155f>

## **Upcoming events**

**11 February International Day of Women and Girls in Science.**

Details: <http://sdg.iisd.org/events/international-day-of-women-and-girls-in-science/>

**18–19 March 2020, Rostock Warnemünde, Germany: 3rd Baltic Gender Mentoring Meeting**

**2–3 April 2020, University of Reading, United Kingdom: 3rd International Conference on Gender Research (ICGR).** Details: <https://www.academic-conferences.org/conferences/icgr/>



- newsletter issue 11, March 2020: pp. 1–2

Dear readers,

The **Baltic Gender** newsletter provides you with information on upcoming events, women networks and interesting reading about females in (marine) science. Our newsletter is published every four months and is also available for download under the following link: [www.baltic-gender.eu](http://www.baltic-gender.eu). We report on recent and upcoming project activities and outcomes. In this issue, we look back on a series of events happening in the the first months of 2020. We regret that we had to cancel the mentoring meeting planned for mid of March due to the current health risk situation in Europe. Furthermore you will find an intrepid explorer of the sky and the sea portrayed. Once again the International Day of Women and Girls in Science (February 11th) and the International Women's Day (March 8th) with this year's motto "I am Generation Equality: Realizing Women's Rights" reminds us that gender equality is concerning all of us. If you have information for next issues, comments on the content, or suggestions – let us know! Enjoy reading, and we look forward to your feedback to: [baltic-gender@io-warnemuende.de](mailto:baltic-gender@io-warnemuende.de).

### Project news

#### Shattering the glass ceiling in marine science – a Baltic Gender success story

A success story article on Baltic Gender is published at the EC website on the International Women's Day (March 8th). Available at: [https://ec.europa.eu/research/infocentre/index\\_en.cfm](https://ec.europa.eu/research/infocentre/index_en.cfm)

#### 3rd Baltic Gender Mentoring Meeting Cancelled

All preparations were done and all arrangements ready. Then, unfortunately, the organizers had to cancel the meeting due to prevention measures in connection with the current spreading of the corona virus in Europe. We are very sorry for that.

#### Baltic Gender Leadership course 10-12 February – Improving leadership skills

Twenty participants attended the second leadership course arranged by Baltic Gender in Lund, Sweden. An intensive exercise where all participants introduced themselves to the others on a one-to-one basis started the course on Monday evening. Tuesday morning the sessions focused on statistics from the European Union and the partner organizations and unconscious bias and how this bias can be overcome. In the afternoon different thinking styles and how to influence others were the main topics introduced by consultants from the Barefoot thinking company Ltd. Wednesday morning included coaching and mentoring conversations and tools for strategic thinking. Before the course ended an action plan was written down and discussions on how leaders can be gender aware in their roles as leaders. Apart from the skills and knowledge achieved the participants found the networking with staff from other organizations an important add-on.



Photo: Daniel Conley

A number of young researchers from the Marine Research Institute of Klaipėda University had the opportunity to improve their leadership skills at the Baltic Gender training course “Challenge of Science Leadership” in Lund. Following the completion of the course the participants expressed positive feedback about the course, in particular about the fact that it was rich with practical exercises. One female participant positively highlighted the methodology of ‘Other Points of View’. If you want to be a good leader you need to be sensitive to other team members’ aims and motivations. Another female participant indicated that the course was valuable in helping to get to know herself better enabling her to identify those personal qualities which needed to be improved.

Gender issues were also discussed during the course. One of the interviewed researchers was really surprised that we are actually somehow all gender-biased, which however in general is not a bad thing as long as one is aware of it. What is key is keeping this top of mind when you need to take decisions which can have gender-related effects. Interestingly all participants noted that at present they did not feel the presence of gender inequality at work.

The course is highly recommended for young to lead researchers alike, whether it is learning about the different qualities of people, understanding their differences and improving leadership skills which are key to deliver more effective work in the future. □

#### **Visualization using the iPad – a Baltic Gender mentee's perspective on individual qualification**

Last week, Baltic Gender supported my participation in a course called „Visualization using the iPad“ presented by the Bikablo-Academy in Cologne. This course offered insights and training into digital visualization techniques, such as inclusion of photography in visualizations, live-sketching of presentations and a new way to presenting information using the iPad. I'm intrigued by the new possibilities the iPad offers me as a researcher and teaching staff. I think the contents of the course will be especially valuable for lectures or seminars with students as well as public outreach measures, because the techniques offer a



more illustrated way of presenting university knowledge, therefore combining visual anchors with scientific information. The picture depicts one of the training exercises I did during the course to evaluate the advantages of analogue and digital notetaking. This topic of visualization techniques using new digital media is so far not covered by University based courses. Therefore, I'm very grateful to Baltic Gender for giving me the opportunity to choose the course content based on my own interest.

More information on the course: <https://bikablo.com/en/>

(Meike Stumpp, Kiel University, Germany) □

#### **Women Scientists Network meets Postdoc Centre at Kiel University (19.2.2020)**

The Women Scientists Network at Kiel University was founded in 2001 and is open to all female scientists holding a PhD. The members of the network meet in varying compositions 5-6 times a year. The meetings take place at different institutes of Kiel University and give the opportunity to get to know



the scientific works of the inviting woman scientist. Furthermore, the meetings provide the opportunity to exchange information, to extend inter- and transdisciplinary experience, to network, cooperate, to get insides into higher education policy and to engage in academic self-government, as the Women Scientists Network also prepares election lists for the Senate and the faculty convents.

The Baltic Gender Team of Kiel University initiated a special meeting



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#### **Baltic Gender presentation at the EGU General Assembly 2020, 4-8 May 2020**

On the 5th May, Baltic Gender participated in the online format of the EGU session on (EOS 6.1) "Promoting and supporting equality, diversity and inclusion in the geosciences". The presentation "Gender aspects in Marine Science" can be found here: <https://meetingorganizer.copernicus.org/EGU2020/EGU2020-15174.html>.

#### **Baltic Gender Mentee Meike Stumpp granted Emmy Noether Research Group**

*In the beginning of this year, Dr. Meike Stumpp, a Baltic Gender mentee from the second mentoring round, was granted an Emmy Noether Research Group by the German Research Foundation (DFG). „Participation in the Baltic Gender Mentoring program surely influenced my decision to apply for such a competitive research program as the Emmy Noether Program by the DFG.“, Meike Stumpp says. „Being able to confidentially discuss and receive advice on personal and scientific questions was helping me a lot to gain confidence and motivation to apply – especially considering that the dual career situation with my husband and a life with two small kids is relatively challenging.“ Over the course of the next 6 years, Meike Stumpp will receive funding for establishing her research group to work on the digestive and metabolic physiology of marine invertebrate larvae. Beside understanding the function of the digestive system in an evolutionary context, the project will also shed light on how environmental change, such as ocean acidification, will impact the physiology of invertebrate larval stages, that are vital for recruitment success and survival of benthic organisms, e.g. echinoderms or mussels. (Meike Stumpp / Kiel University, Germany) □*



#### **Latest Baltic Gender outcomes:**

##### **[April 2020] Report on the activities in the established grass-root networks**

This report analyses funding opportunities for employees at critical career moments (e.g. re-entry positions) considering national regulations and best practices in the 8 partner institutions of Baltic Gender. Report can be downloaded here: <http://oceanrep.geomar.de/49593/>. □

##### **[April 2020] Report on best practices for re-entry into science after a critical career break**

This report analyses funding opportunities for employees at critical career moments (e.g. re-entry positions) considering national regulations and best practices in the 8 partner institutions of Baltic Gender. Report can be downloaded here: <http://oceanrep.geomar.de/49517/>. □

Check also the **Baltic Gender Blog** to read the latest entries: (<http://www.oceanblogs.org/balticgender/>). □